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Dean's Report
1911

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Amherst College Bulletin

Dean's Report 1911



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DEAN'S REPORT

GEORGE HARRIS, LL.D.,
President of Amherst College.

MY DEAR SIR:—

I have the honor to submit the following report of the Dean of the Faculty. Last winter, at the suggestion of some members of the Instruction Committee of the Board of Trustees, statistical information, with accompanying charts, bearing on the scholastic activities of the College, was compiled and presented in systematic form by the Registrar. This report was found so helpful to the Committee that, at my request, the Registrar has continued the work by the inclusion of last year's experience, and with a considerable enlargement of the scope of the investigation. In making such statistical study Amherst is only falling into line with similar work at Harvard, Williams, Brown, and many other leading colleges.

The facts collected and tabulated by the Registrar are, with some exceptions, from the records up to the end of the last academic year. The report begins with the statistics of enrollment, and of the geographical distribution of students. This is followed by tables showing the number of men who left college in 1910-1911, with the classification of these losses under the headings: of students dropped for scholarship, or for other disciplinary reasons; and of those who voluntarily resigned. It will be noted that these losses are very marked in the class of 1914, the fact being that even before the recent agitation in connection with the Address of the Class of 1885 Amherst had made its first year a time of sifting. The Reply of the Board to this Address made

such sifting the well-considered and definitely announced policy of the College.

The next section of the report has to do with enrollment and the distribution of work by departments and by teachers. Then follows a presentation of the general rank of students for the academic year 1910-1911, with charts, and a comparison with corresponding averages for the previous year. The charts showing the distribution of grades for the first and second semesters, respectively, and for the year, are especially interesting. It will be noticed that the curves are nearly congruent: which corresponds to the fact that with our system of annual courses nearly all the studies of the first half year are continued during the second. If a theory of probability has any value, these charts show that the marks assigned represent very closely actual distinctions in the performance of students.

A study follows of the grades given by the several departments, as compared with the general rank of the men electing courses in the departments. The value of this study is impaired somewhat by the impossibility of including in the averages the standing of students who have failed in courses and, therefore, received no grade. Though thus quantitatively distorted, the charts do, in my judgment, have a value, especially when the lack of correspondence between the two curves is very marked. Moreover, additional light is thrown upon the situation by the facts given in the preceding tables, with reference to failures.

The Assistant Registrar, at my suggestion, has begun a careful tabulation of entrance statistics, exhibiting the distribution of men entering by certificate and by examination, and also the facts with reference to entrance conditions. The percentage of conditioned men, it will be noticed, is large (but not larger than is usual in colleges), and the thought is suggested that there is some reason, not without weight, for admitting only unconditioned men, even at the cost of

reducing requirements. Amherst, like the other colleges which enjoy the privileges of the Carnegie Foundation for the Advancement of Learning, requires (and is bound to require) fourteen points for admission. Like these other institutions, however, the college in fact requires fewer points for actual admission. This is, to be sure, with the understanding that the missing work shall be made up before the beginning of junior year. But if there is any value in a logical sequence of studies, such belated work is merely a formal compliance with our standards. An examination in Cicero, for instance, or in English History, taken one or two years after entrance, has little or no organic relation to the progress of collegiate study; these are no longer preparatory studies, in any true sense, since the work for which they were to prepare is half done. It is clear that a certain minimum of attainment and discipline is a proper prerequisite to a college course, and it seems to me that there would be many advantages in insisting absolutely upon this minimum, even at the expense of making it lower than it is now.

There has been a growing feeling that the existence of the New England College Entrance Certificate Board has effected a marked improvement in the certificate standards of the schools concerned, as over against the standards, in this regard, of the schools outside New England. It has become the usual practice in the institutions upon the approved list of the New England Board to issue certificates to such pupils only as have attained an average considerably above the passing grade, and the effect of such careful distinction should be shown in the quality of the work done in college during the first semester. Accordingly, statistics were gathered, bearing upon this question, and they will be found in the report. It is evident that they are in no sense conclusive. The number of good and passing men who have come to us in the year is substantially the same in both classes of schools, and it is only in the failures that any evidence can be found

which points to the advantage of the New England schools. This investigation will be continued, and trustworthy results may be expected in the course of a few years.

At the beginning of the last academic year, the new curriculum of study, which had been adopted the spring before, went into effect with the class of 1913. The most radical departures from the old system consisted in the requirement of a second year of college Latin or Greek for the B. A. men, and of three majors and one minor for graduation (one or two of the majors to be chosen at the end of freshman year from the studies of that year, and two or one from the studies of sophomore year at the end of that year). The report contains tables showing the distribution of these majors among the various departments, and also the grades and the failures of men in major subjects as compared with the general (average) grade of their other subjects. It will be noted that, in respect to preference of choice, English, French, and Latin lead, in the order named. The advanced position of the English and the Latin may be accounted for in part by the fact that English is required of all students in the freshman year, and for the B. S. men in sophomore year as well; and that Latin (or Greek) is required of all B. A. men for both years. These men, accordingly, can meet the demands of a major by a single year of additional work. It is, nevertheless, an interesting and,—to those who believe thoroughly in classical training,—a gratifying fact that as many as thirty-five men, who have taken required Latin for six years, should elect to continue it for a seventh. The number of those who major in French and German will undoubtedly increase when the students become aware, by actual experience, of the meaning of the new requirement of a reading knowledge of these languages.

The statistics as to relative rank and failures in majors mean but little, covering, as they do, only the experience

of one class; but they will, I think, gain in value when the new system has been tried out by several classes.

I wish to call the especial attention of the Board to the last set of tables, which presents the scholarship statistics of the fraternities. The report on this subject, planned and worked out in all its details by the Registrar and his assistant, is very exhaustive and illuminating. It covers a period of seven years, and the conclusions based upon it should have great weight. Never within my knowledge of Amherst has there been a time when the fraternities seemed so alive as now to the scholastic standing of their members. Many of them keep a systematic record of the grades received, at least by the men in the first two years. One object aimed at in collecting the facts tabulated in the report was that the several fraternities might know their position in these matters, not only absolutely but relatively to one another.

A second and more important object was to obtain a basis for careful study of the fraternity system, in its relations to the purposes for which colleges have been founded. This is the day of remedy by publicity, and it is to be hoped that accurate knowledge of the facts will enable the college authorities, in full and cordial co-operation with the fraternities, thus to give them substantial help, in maintaining their standards, when these standards are high, and in raising them when they are low. These groups of young men, bound by ties of enduring friendship, and organically connected with the alumni body,—societies whose history in many cases reaches generations back—have attained the dignity of college institutions; and their welfare is indissolubly bound up with the highest intellectual efficiency of the college.

The last of the documents submitted is a detailed report of the Department of Hygiene and Physical Education, which Dr. Phillips was kind enough to prepare at my request. In connection with this statement, which contains a very helpful commentary on the health-conditions of the college,

it should be noted that the committee on the inspection of fraternity houses made its usual visits and reported its findings to the Faculty, with recommendations. We have found the fraternities in general ready to meet these recommendations,—one society going so far as to make very radical changes in the construction of its house, in order to remedy a situation of some danger, which the committee had discovered.

Finally, let me say that the facts contained in the report have been presented with no mistaken idea as to their absolute conclusiveness. They do show tendencies; but the experience to which they correspond is, in many instances, of too limited a scope to give them any high value. They have been submitted mainly in order that the Trustees may learn in a concrete way of what is being done to lay a foundation for a statistical study that is bound to be of increasing value with the years.

I must not close without paying a cordial tribute to Registrar Goodale, and his assistant, Mr. Parks, for the care and ability which they have shown in planning and carrying out the details of this report.

Respectfully submitted,

GEORGE D. OLDS,
Dean of the Faculty.

AMHERST, MASSACHUSETTS.

13 November 1911.

1 November 1911.

THE DEAN OF THE FACULTY,
Amherst College.

DEAR SIR:—

In reply to your request of recent date, I am submitting a report of the several items on which information was sought. The report is divided as follows :

- PART I. Enrollment: including geographical distribution for the last five years, and the enrollment by classes for the last academic year.
- PART II. Changes in Enrollment: for the last academic year, for disciplinary and other causes.
- PART III. Enrollment: and distribution of work by departments.
- PART IV. Scholarship: rank of students, and distribution of grades by departments and by teachers, with charts.
- PART V. Entrance: statistics regarding conditions of admission.
- PART VI. Inquiry concerning the new system of Major and Minor Subjects.
- PART VII. Statistics concerning Fraternities.

Such comment as may be necessary to clear up doubtful points is given in the discussions at the end of the summaries.

ALFRED S. GOODALE,
Registrar.

PART I. GENERAL ENROLLMENT FOR THE COLLEGE

The general enrollment for the academic year was 502. The distribution among the four classes was:

1910-1911

Seniors.....	107
Juniors.....	105
Sophomores.....	138
Freshmen.....	144
Fellows and Resident Graduates.....	8

For the purpose of comparison, I give below the corresponding enrollment for the last five years:—

	1906	1907	1908	1909	1910
Seniors.....	66	77	106	103	107
Juniors.....	80	90	104	123	105
Sophomores.....	146	144	142	127	138
Freshmen.....	177	197	172	174	144
Fellows and Resident Graduates.....	6	5	4	5	8
Total.....	475	513	528	532	502

The estimated attendance for the academic year 1911-12, based on the figures available October 12, 1911, is, for the undergraduates, 463. The enrollment by classes on the same date was as follows:

Seniors.....	96
Juniors.....	121
Sophomores.....	109
Freshmen.....	137

SHOWING GEOGRAPHICAL DISTRIBUTION OF ENROLLMENT
1906-1910, INCLUSIVE

UNITED STATES:—NORTH ATLANTIC DIVISION

	1906	1907	1908	1909	1910
Connecticut.....	17	19	24	14	20
Maine.....	0	2	4	5	5
Massachusetts.....	170	154	151	147	138
New Hampshire.....	0	2	3	2	2
New Jersey.....	15	22	30	37	41
New York.....	137	158	169	182	153
Pennsylvania.....	27	6	22	29	27
Rhode Island.....	7	7	6	7	6
Vermont.....	8	12	10	6	10

To be noticed is the falling off in enrollment in Massachusetts, and the marked increase in New York and New Jersey, especially in the latter state.

SOUTH ATLANTIC DIVISION.

	1906	1907	1908	1909	1910
District Columbia.....	4	6	6	3	2
Florida.....	0	1	2	1	1
Maryland.....	4	2	5	2	1
West Virginia.....	1	1	1	1	0

Delaware, Georgia, North and South Carolina, and Virginia have not been represented during the period.

SOUTH CENTRAL DIVISION

	1906	1907	1908	1909	1910
Alabama.....	1	1	1	0	0
Kentucky.....	2	1	1	1	0
Tennessee.....	1	2	3	1	1
Texas.....	2	2	0	1	0

Arkansas, Louisiana, Mississippi, and Oklahoma have not been represented during the period.

NORTH CENTRAL DIVISION

	1906	1907	1908	1909	1910
Illinois.....	16	20	19	21	23
Indiana.....	1	1	1	1	1
Iowa.....	5	4	2	2	3
Michigan.....	6	6	4	6	6
Minnesota.....	2	3	3	4	4
Missouri.....	15	13	7	7	4
Nebraska.....	2	7	7	6	7
Ohio.....	10	16	20	20	18
Wisconsin.....	5	2	2	3	3

Kansas, North Dakota, and South Dakota were not represented within this period.

WESTERN DIVISION

	1906	1907	1908	1909	1910
California.....	2	2	1	2	1
Colorado.....	3	4	1	3	4
Montana.....	0	0	3	3	1
New Mexico.....	0	1	1	0	0
Oregon.....	3	6	7	6	7
Utah.....	0	0	2	2	2
Washington.....	1	3	2	2	0

Arizona, Idaho, Nevada, and Wyoming were not represented within this period.

FOREIGN LANDS

	1906	1907	1908	1909	1910
Argentine Republic.....	0	0	1	0	0
Canada.....	1	1	0	0	0
China.....	0	0	0	2	2
France.....	1	1	1	1	1
India.....	2	3	3	1	2
Japan.....	4	4	3	2	2

PART II. CHANGES IN THE GENERAL ENROLLMENT DUE TO DISCIPLINE AND OTHER CAUSES.

During the year a total of 80 men left college. These were distributed among the classes as follows:—

1911.....	5
1912.....	11
1913.....	26
1914.....	38

The total number leaving under pressure or because of discipline directly enforced was 36. The distribution among the classes by semesters follows:

	1st Semester	2d Semester	
1911.....	2	0	2
1912.....	2	1	3
1913.....	10	1	11
1914.....	13	5	18
	—	—	—
Total.....	27	7	34

One member of 1913 was expelled for violation of the Honor System in examinations.....	1
One member of 1914 was expelled for stealing.....	1
	—
Total.....	36

Of the 44 who left for personal reasons, two, of the class of 1911, were forced by illness to give up their work; thirteen transferred to other colleges, distributed as follows:—

1912.....	4
1913.....	3
1914.....	6
	—
Total.....	13

With three exceptions these transfers were either men who had conditions remaining from entrance or subsequently incurred during their college course, or men whose grade was low. This latter class probably did not care to improve the quality of their work in order to meet our standards. They could, therefore, be properly included among those who left for scholastic reasons.

The remainder of the men leaving went for personal reasons. It is true that some of them had failures; but they were not sufficient in number to cause the men to be in danger of discipline. Some of them may have been scholarship men who on account of loss of scholarship aid, were obliged by financial reasons to leave. It is significant to note, however, that, of these 31, nine had a rank of D, and two had entrance conditions which would have had to be satisfied in the near future. One member of 1912 left because he foresaw that he would be unable to make the requirements for transferring from a special to a regular course in order to get a degree. He, however, was a good student. I have no doubt that the failure to obtain scholarship aid, on account of delinquencies incurred, probably caused two men to leave. Hence we may say that from the list of 31 men leaving for personal reasons we may infer that at least 13 withdrawals were the result of the scholastic rules of the college. Our final summary then is:—

Leaving as the result of direct discipline.....	36
Transferring (low rank+ conditions).....	10
Left college (low rank+ conditions).....	11
Scholarship men affected.....	2
	—
Total.....	59

PART III. ENROLLMENT BY CLASSES AND SUBJECTS.

<i>Course</i>	<i>Instructor</i>	<i>Grad.</i>	<i>1911</i>	<i>1912</i>	<i>1913</i>	<i>1914</i>	<i>Total</i>
Art 1.	Smith.	0	19	14	0	0	33
Art 2.	Baxter.	0	45	5	0	0	50
Astronomy 1.	Todd.	0	23	30	0	0	53
Astronomy 2.	Todd.	0	2	0	0	0	2
Astronomy 4.	Todd.	0	7	0	0	0	7
Biblical Literature 1.	Genung.	0	21	23	0	0	44
Biblical Literature 2.	Genung.	0	25	5	0	0	30
Biblical Literature 3.	Genung.	0	27	0	0	0	27
Biblical Literature 4.	Genung.	0	37	1	0	0	38
Biology 1.	Tyler.	0	0	0	0	77	77
Biology 2.	Loomis.	0	2	1	1	61	65
Biology 3.	Tyler.	0	1	9	55	1	66
Biology 4.	Loomis.	0	0	2	47	1	50
Biology 5.	Goodale.	0	3	4	1	0	8
Biology 6.	Goodale.	0	3	4	1	0	8
Biology 9.	Loomis.	0	1	4	1	0	6
Biology 10.	Phillips.	0	1	6	0	0	7
Biology 11.	Loomis.	0	3	8	0	0	11
Biology 12.	Tyler.	0	23	2	0	0	25
Biology spl. 1.	Loomis.	0	5	0	0	0	5
Biology spl. 2.	Tyler.	0	1	0	0	0	1
Chemistry 1.	Hopkins, Hall, and Doughty.	0	8	7	12	57	84
Chemistry 2.	Hopkins, Hall, and Doughty.	0	4	3	9	52	68
Chemistry 3.	Doughty.	1	2	5	20	1	29
Chemistry 4.	Doughty.	1	2	4	20	1	28
Chemistry 5.	Hall, E. S.	1	2	5	1	0	9
Chemistry 6.	Hall, E. S.	0	2	2	1	0	5
Chemistry 8, 10.	Doughty.	0	3	3	0	0	6
Chemistry spl.	Doughty.	1	1	0	0	0	2
Economics 1.	Crook, Clark.	0	11	80	4	0	95
Economics 2.	Crook.	0	17	19	0	0	36
Economics 4.	Clark.	0	15	28	2	0	45
Economics 6.	Crook, Clark.	0	9	23	0	0	32
Economics 9.	Crook.	0	10	3	0	0	13
Economics 11.	Clark.	1	36	2	0	0	39
Education 1.	Kohl.	0	9	0	0	0	9
Education 2.	Kohl.	0	8	0	0	0	8
English 1.	Utter, Hamilton, Andrews, and Porter.	0	0	0	0	138	138
English 2.	Utter, Hamilton, Andrews, and Porter.	0	0	0	0	123	123
English 5.	Utter, Hamilton, Andrews.	0	1	2	127	1	131
English 6.	Utter, Hamilton, Andrews.	0	2	2	117	1	122
English 7.	Genung.	0	20	5	6	0	31
English 8.	Genung.	0	36	18	8	0	62
English 11.	Porter.	0	5	10	0	0	15
English 12.	Porter.	0	4	9	0	0	13
English 13.	Utter.	0	6	7	0	0	13
English 14.	Utter.	0	6	5	0	0	11
English 15.	Hamilton.	0	2	4	0	0	6
English 16.	Hamilton.	0	1	7	0	0	8
English 17.	Utter.	0	3	2	0	0	5
English 18.	Utter.	0	2	2	0	0	4
English 19.	Porter.	0	12	0	0	0	12
English 20.	Porter.	0	17	0	0	0	17
English 24.	Porter.	0	5	8	0	0	13
French 1.	Lancaster, Baxter, Stowell.	1	0	2	31	49	83
French 2.	Lancaster, Baxter, Stowell.	1	0	3	28	44	76
French 3.	Lancaster, Baxter, Stowell.	0	5	13	38	33	89
French 4.	Lancaster, Baxter, Stowell.	0	4	14	34	28	80
French 5.	Lancaster.	0	6	15	23	16	60
French 6.	Lancaster.	0	5	15	20	14	54
French 7.	Galpin.	0	1	6	16	0	23
French 8.	Galpin.	0	2	6	15	0	23
French 9.	Lancaster.	0	3	4	0	0	7

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Course	Instructor	Grad.	1911	1912	1913	1914	Total
French 10.....	Stowell.....	0	4	3	0	0	7
Geology 1.....	Emerson.....	0	22	32	0	0	54
Geology 2.....	Emerson.....	0	4	12	0	0	16
Geology 3.....	Emerson.....	0	3	0	1	0	4
Geology 5.....	Emerson.....	0	1	1	0	0	2
Geology 6.....	Emerson.....	0	0	1	0	0	1
German 1.....	Eastman, Zorn.....	0	1	2	6	38	47
German 2.....	Eastman, Zorn.....	1	2	3	8	38	52
German 3.....	Eastman, Zorn.....	0	4	2	24	39	69
German 4.....	Eastman, Zorn.....	0	1	2	24	22	49
German 5.....	Eastman, Zorn.....	0	0	2	13	11	26
German 6.....	Eastman, Zorn.....	0	0	0	15	10	25
German 9.....	Zorn.....	0	3	3	10	0	16
German 10.....	Zorn.....	0	1	2	9	0	12
German 11.....	Eastman.....	0	1	1	0	0	2
German 12.....	Eastman.....	0	1	1	0	0	2
German spl.....	Zorn.....	0	3	5	9	8	25
Greek A1.....	Elwell.....	0	1	1	5	4	11
Greek A2.....	Elwell.....	0	1	1	5	3	10
Greek B.....	Elwell.....	0	0	0	3	5	8
Greek 1.....	Elwell.....	0	0	0	1	14	15
Greek 2.....	Elwell.....	0	0	3	1	15	19
Greek 3.....	Smith, H. deF.....	0	0	0	10	0	10
Greek 4.....	Smith, H. deF.....	0	0	1	7	4	12
Greek 7.....	Smith, H. deF.....	0	3	2	0	0	5
Greek 8.....	Smith, H. deF.....	0	3	1	4	0	8
Greek 9.....	Elwell.....	0	0	2	0	0	2
Greek 10.....	Elwell.....	0	0	2	0	0	2
History 1.....	Hall, W. P.....	0	4	12	96	8	120
History 2.....	Hall, W. P.....	0	2	14	74	4	94
History 3.....	Gallinger.....	0	7	1	0	0	8
History 4.....	Gallinger.....	0	5	2	0	0	7
History 5.....	Gallinger.....	0	1	2	3	0	6
History 6.....	Gallinger.....	0	1	7	3	0	11
History 9.....	Thompson, F. L.....	1	1	12	0	0	14
History 10.....	Thompson, F. L.....	0	3	10	0	0	13
History 11.....	Thompson, F. L.....	0	20	0	0	0	20
History 12.....	Thompson, F. L.....	0	13	0	0	0	13
History 13.....	Hall, W. P.....	0	6	7	1	0	14
History 14.....	Hall, W. P.....	0	4	8	0	0	12
History spl.....	Thompson, F. L.....	2	0	0	0	0	2
Hygiene.....	Phillips.....	0	0	1	2	130	133
Italian 1.....	Baxter.....	0	3	3	2	3	11
Italian 2.....	Baxter.....	0	1	3	2	3	9
Italian 3.....	Baxter.....	0	2	1	0	0	3
Italian 4.....	Baxter.....	0	2	1	0	0	3
Latin A.....	Houghton.....	0	0	1	2	3	6
Latin 1.....	Houghton, Galpin.....	0	4	2	6	67	79
Latin 2.....	Houghton, Galpin.....	0	3	1	5	68	77
Latin 3.....	Cowles.....	0	0	0	72	0	72
Latin 4.....	Cowles.....	0	0	2	68	0	70
Latin 5.....	Cowles.....	0	0	8	0	0	8
Latin 6.....	Cowles.....	0	3	7	0	0	10
Latin 7.....	Houghton.....	0	2	0	0	0	2
Latin 8.....	Houghton.....	0	1	0	0	0	1
Mathematics 1.....	Olds, Esty, Parker, Cresce.....	0	4	4	10	118	136
Mathematics 2.....	Esty, Parker, Cresce.....	0	3	1	4	105	113
Mathematics 3.....	Esty, Cresce.....	0	0	4	36	14	54
Mathematics 4.....	Olds.....	0	1	6	33	8	48
Mathematics 5.....	Olds.....	0	0	6	2	0	8
Mathematics 6.....	Esty.....	0	0	4	2	0	6
Mathematics 7.....	Esty.....	1	2	0	0	0	3
Mathematics 10.....	Olds.....	1	1	0	0	0	2
Mathematics 11.....	Parker.....	0	3	5	5	2	15
Mathematics 12.....	Parker.....	0	3	2	2	1	8
Mathematics 14.....	Parker.....	0	0	1	6	0	7
Mathematics spl. 1.....	Olds.....	0	1	0	0	0	1
Mathematics spl. 2.....	Olds.....	0	1	0	0	0	1

<i>Course</i>	<i>Instructor</i>	<i>Grad. 1911</i>	<i>1912</i>	<i>1913</i>	<i>1914</i>	<i>Total</i>
Mathematics spl. 3.	Esty.	1	2	0	0	3
Modern Government 2.	Grosvenor.	0	5	76	3	84
Modern Government 3.	Grosvenor.	0	88	1	0	89
Modern Government 4.	Grosvenor.	0	90	1	0	91
Music 1.	Bigelow.	0	2	0	6	8
Music 2.	Bigelow.	0	0	0	6	6
Music 3.	Bigelow.	0	2	7	0	9
Music 4.	Bigelow.	0	0	7	0	7
Oratorio 1.	Bigelow.	0	15	20	18	75
Oratorio 2.	Bigelow.	0	7	3	8	39
Physical Education 1.	Carpenter.	0	0	0	0	93
Physical Education (Swimming 1).	Neilligan.	0	1	3	7	34
Physical Education 3.	Phillips.	0	2	1	50	53
Swimming 3.	Neilligan.	0	4	4	15	23
Physical Education 5.	Neilligan.	0	3	64	23	90
Dancing.	Neilligan.	0	7	5	10	22
Heavy Gymnastics.	Carpenter.	0	3	8	11	34
Philosophy 1.	Toll.	0	7	74	1	82
Philosophy 4.	Toll.	0	8	31	0	39
Philosophy 6.	Newlin.	0	6	68	0	74
Philosophy 7.	Newlin.	0	51	0	0	51
Philosophy 8.	Newlin.	0	12	0	0	12
Philosophy 9.	Newlin.	0	4	0	0	4
Philosophy 10.	Toll.	0	9	0	0	9
Physics 1.	Kimball and Thompson, J. O.	0	3	4	55	63
Physics 2.	Kimball and Thompson, J. O.	0	3	3	44	51
Physics 3.	Thompson, J. O.	0	1	2	0	3
Physics 5.	Kimball.	0	1	0	0	1
Physics 6.	Thompson J. O.	0	1	1	0	2
Physics 7.	Westhafer.	0	1	0	0	1
Physics 8.	Westhafer.	0	1	0	0	1
Public Speaking 2.	Corsa.	0	0	0	0	122
Public Speaking 3.	Corsa.	0	1	1	138	140
Public Speaking 5.	Corsa.	0	3	51	0	54
Public Speaking 7.	Corsa.	0	81	0	0	81
Spanish 1.	Galpin.	0	3	5	13	26
Spanish 2.	Galpin.	0	4	5	12	25
Spanish 3.	Galpin.	0	2	11	4	17
Spanish 4.	Galpin.	0	3	11	3	17

TABLE II. DISTRIBUTION BY DEPARTMENTS, 1910-1911

<i>Departments</i>	<i>1st Sem.</i>	<i>2d Sem.</i>	<i>Total</i>	<i>Average</i>
Art.	33	50	83	41.5
Astronomy.	53	9	62	31
Biblical Literature.	71	68	139	69.5
Biology.	173	156	329	164.5
Chemistry.	218	153	371	185.5
Economics.	146	113	259	129.5
Education.	9	8	17	8.5
English.	351	373	724	362
French.	262	240	502	251
Geology.	60	18	78	39
Greek.	51	51	102	51
German.	186	141	327	163.5
History.	184	160	344	172

<i>Departments</i>	<i>1st Sem.</i>	<i>2d Sem.</i>	<i>Total Average</i>	
Hygiene and Physical Education.....	482		482	
Italian.....	14	12	26	13
Latin.....	167	158	325	162.5
Mathematics.....	218	190	408	204
Modern Government.....	89	175	264	132
Music.....	92	52	144	72
Philosophy.....	137	134	271	135.5
Physics.....	68	53	121	60.5
Public Speaking.....	275	122	397	198.5
Spanish.....	43	42	85	42.5

TABLE III. DISTRIBUTION OF WORK BY INSTRUCTORS
1910-1911

<i>Instructor</i>	<i>First Semester</i>			<i>Second Semester</i>		
	<i>Courses</i>	<i>Rec.</i>	<i>Stud-</i>	<i>Courses</i>	<i>Rec.</i>	<i>Stud-</i>
		<i>Hrs.</i>	<i>ents</i>		<i>Hrs.</i>	<i>ents</i>
Andrews.....	2	*9	91	2	*12	110
Baxter.....	4	12	61	4	12	49
Bigelow.....	3	*7	92	3	*9	52
Carpenter.....	2	9	127	to Spring Recess		
Clark.....	2	9	71	2	10	55
Corsa.....	3	12	275	1	4	122
Cowles.....	2	12	80	2	12	80
Cresse.....	2	11	69	1	12	54
Crook.....	2	*8	76	2	10	58
Doughty.....	2	4.5	56	4	*7.5	48
Eastman.....	4	15	79	4	15	70
Elwell.....	4	13	36	3	10	31
Emerson.....	3	*9	60	2	*6	18
Esty.....	3	10	49	3	8	36
Gallinger.....	2	6	14	2	9	18
Galpin.....	4	15	93	4	15	80
Genung.....	3	9	102	3	9	130
Goodale.....	1	*3	8	1	*3	8
Grosvenor.....	1	6	89	2	12	175
Hall, E. S.....	2	*1.5	77	2	*1.5	27
Hall, W. P.....	2	6	134	2	10	104
Hamilton.....	3	12	123	3	9	61
Hopkins.....	1	*3	84	1	*3	68

*See next page for extra laboratory or consultation hours for these men.

<i>Instructor</i>	<i>First Semester</i>			<i>Second Semester</i>		
	<i>Courses</i>	<i>Rec.</i>	<i>Stud-</i>	<i>Courses</i>	<i>Rec.</i>	<i>Stud-</i>
		<i>Hrs.</i>	<i>ents</i>		<i>Hrs.</i>	<i>ents</i>
Houghton.....	3	12	60	2	18	63
Kimball.....	2	*8	64	1	9	51
Lancaster.....	4	15	110	3	12	97
Loomis.....	3	*6	22	2	*12	110
Manthey-Zorn.....	5	13	107	4	15	71
Nelligan.....	4	11	169	to Spring Recess		
Newlin.....	2	9	55	2	9	86
Olds.....	3	9	35	2	9	50
Parker.....	2	11	64	3	*12	47
Phillips.....	1	3	52	1	*3	7
Porter.....	3	*9	56	4	*12	70
Thompson, F. L.....	2	*6	33	2	9	26
Thompson, J. O.....	2	*4.5	66	2	*4.5	52
Todd.....	1	*3	53	2	*6.	9
Toll.....	1	6	82	2	9	48
Tyler.....	2	*12	143	2	*3	26
Utter.....	4	*12	77	4	*12	70
Westhafer.....	1	*3	1	1	*3	1

The following instructors, marked with an asterisk (*) in the table on the preceding page, have the indicated number of hours for laboratory and consultation, in addition to the regular recitation hours as indicated:—

<i>Instructor</i>	<i>Extra Hours</i>	
	<i>1st Semester</i>	<i>2d Semester</i>
Andrews.....	8	5
Bigelow.....	Orchestra rehearsals	
Crook.....	2	
Doughty.....	3	15
Emerson.....	12	6
Goodale.....	4	2
Hall, E. S.....	8	8
Hopkins.....	6	6
Kimball.....	10	
Loomis.....	8	2
Parker.....		5
Phillips.....		2

<i>Instructor</i>	<i>Extra Hours</i>	
	<i>1st Semester</i>	<i>2d Semester</i>
Porter.....	4	4
Thompson, F. L.....	3	
Thompson, J. O.....	3	2
Todd.....	1	5
Tyler.....	4	6
Utter.....	6	6
Westhafer.....	9	10

PART IV. DISCUSSION OF THE GENERAL RANK OF THE COLLEGE DURING THE ACADEMIC YEAR, 1910-1911

A. The Graduating Class, 1911

The average grade for four years of the graduates for the class of 1911 was 76.98%; of the B. A. graduates, 77.04%; of the B. S. graduates, 76.66%.

For the purposes of comparison the following table shows these same grades for the classes 1905 to 1911 inclusive.

<i>Classes</i>	<i>Class Average</i>	<i>B. A. Av.</i>	<i>B. S.</i>
1911.....	76.98%	77.04%	76.66%
1910.....	76.83%	76.87%	73.64%
1909.....	77.39%	77.71%	74.97%
1908.....	78.31%	80.31%	73.55%
1907.....	78.96%	79.45%	73.98%
1906.....	80.62%	81.55%	76.25%
1905.....	81.11%	81.32%	75.98%

The distribution of the graduates in the same classes by the A, B, C, and D grades is given by percentages. The percentage of those dropped in each class is also shown.

<i>Classes</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropped</i>
1911.....	7.4%	29.5%	15.9%	0.0%	47.2%
1910.....	10.4%	35.0%	11.0%	1.8%	41.7%
1909.....	7.3%	35.2%	20.0%	0.6%	37.0%
1908.....	3.8%	35.6%	19.7%	4.5%	36.4%
1907.....	3.4%	30.5%	18.6%	4.2%	43.2%
1906.....	6.8%	29.7%	33.9%	7.6%	22.0%
1905.....	8.2%	26.4%	26.4%	9.9%	29.0%

The average mark for the entire college for the academic year 1910-1911 was 74.14%, a slight decrease from the average for 1909-1910, which was 74.4%.

The average percentage of failure for the entire college for the year 1910-1911 was 6.47%, an increase in the percentage over that of the previous year, which was 5.7%.

The following table shows the distribution of enrollment by teachers, together with their average marks, and also the average of failures. For purposes of comparison I have in each case included the mark for the previous year:—

<i>Professor</i>	<i>No. Men</i>		<i>Av. Mark</i>		<i>Failures</i>	
	<i>1911</i>	<i>1910</i>	<i>1911</i>	<i>1910</i>	<i>1911</i>	<i>1910</i>
			<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
Andrews.....	176	172	70.3	74.0	8.3	4.1
Baxter.....	141	132	70.9	74.7	5.0	7.6
Bigelow.....	29	31	76.6	78.6	0.0	3.2
Clark.....	115		70.6		2.6	
Corsa.....	382	* 54	77.5	*84.8	0.8	3.7
Cowles.....	157	109	78.3	83.5	3.8	2.1
Cresse.....	110		68.3		28.5	
Crook.....	125	125	72.3	72.8	9.6	3.2
Doughty.....	59	58	73.7	74.5	5.1	3.2
Eastman.....	151	170	70.6	72.3	19.2	10.3
Elwell.....	64	65	77.7	76.9	10.9	4.7
Emerson.....	73	91	74.4	76.4	2.7	3.3
Esty.....	77	96	74.7	73.2	7.8	16.7
Gallinger.....	26	35	79.8	82.4	7.7	0.0
Galpin.....	161	105	76.8	75.9	3.1	4.8
Genung.....	229	235	80.0	81.3	0.0	0.4
Goodale.....	16	28	73.5	74.0	0.0	15.0
Grosvenor.....	245	199	87.7	86.8	0.0	0.0
Hall, E. S.....	13	22	76.7	83.1	7.7	4.5
Hall, W. P.....	220	125	70.8	77.7	7.3	7.2
Hamilton.....	150	193	71.1	73.0	5.3	6.7
Hopkins.....	141	185	70.9	69.3	12.8	15.7
Houghton.....	114	105	72.5	73.3	12.3	0.9
Kimball.....	58		75.3		17.2	
Kohl.....	17		84.7		0.0	
Lancaster.....	194	192	70.3	71.2	2.1	4.2

DEAN'S REPORT

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<i>Professor</i>	<i>No. Men</i>		<i>Av. Mark</i>		<i>Failures</i>	
	<i>1911</i>	<i>1910</i>	<i>1911</i> %	<i>1910</i> %	<i>1911</i> %	<i>1910</i> %
Loomis.	130	153	69.1	67.5	1.5	5.2
Manthey-Zorn.	138	144	69.6	67.9	10.9	9.0
Newlin.	146	128	75.8	78.3	4.8	0.8
Olds.	79	79	76.2	78.5	12.7	1.3
Parker.	88	113	71.9	75.6	8.0	8.8
Phillips.	6	43	76.2	69.8	0.0	14.0
Porter.	123		78.5		3.3	
Smith, H. deF.	67	55	80.4	81.8	1.5	0.0
Smith, P.	9		81.0		11.1	
Stowell.	157	135	69.6	70.4	4.5	9.1
Thompson, F. L.	55	66	73.9	70.8	1.8	1.5
Thompson, J. O.	53	45	76.6	77.4	3.8	9.0
Todd.	60	117	80.1	76.3	1.7	0.0
Toll.	117	118	73.0	73.3	0.0	5.0
Tyler.	160	127	68.9	67.4	13.8	8.7
Utter.	144	119	73.6	70.9	6.2	3.0
Westhafer.	2	7	95.50	85.4	0.0	0.0

* Required courses 2, 3, 7, not included.

The following table shows the percentage of men winning the various grades during the last year. As in the previous table I have presented also for comparison, the marks given in 1910.

<i>Grades</i>	<i>Year</i>	<i>Grade</i>	<i>1st Semester</i>		<i>2d Semester</i>	
	<i>1911</i> %	<i>1910</i> %	<i>1911</i> %	<i>1910</i> %	<i>1911</i> %	<i>1910</i> %
E.	4.5	5.0	4.6	8.0	4.4	4.0
E+.	6.0	6.7	6.6	7.0	5.4	7.0
D.	9.3	9.0	9.2	8.7	9.5	9.4
D+.	10.6	11.2	11.7	12.2	9.5	10.2
C.	14.8	13.8	15.2	14.4	14.4	13.1
C+.	15.2	14.4	15.6	13.4	14.9	15.4
B.	16.4	14.9	16.6	14.5	16.2	15.4
B+.	11.3	10.8	10.8	10.0	11.7	12.0
A.	9.1	9.4	7.1	8.6	11.0	10.4
A+.	2.8	3.4	2.7	3.3	3.0	3.3

The charts on the following pages represent graphically these year and semester curves.

In the department statistics which follow, the percentages on line I indicate the distribution of men in the various groups in the department concerned; *i. e.*, of the number of men enrolled in Art last year there were no men with general average "E"; 28% of the men in the department were men with general average of "D"; 45%, "C" men, and so forth.

The percentages under line II represent the distribution of the various grades given in the department; that is, in the Art department, 5% of the marks given were "E", 40% were "D", and so forth. The plus and minus signs in the third line represent the balance marks in each case.

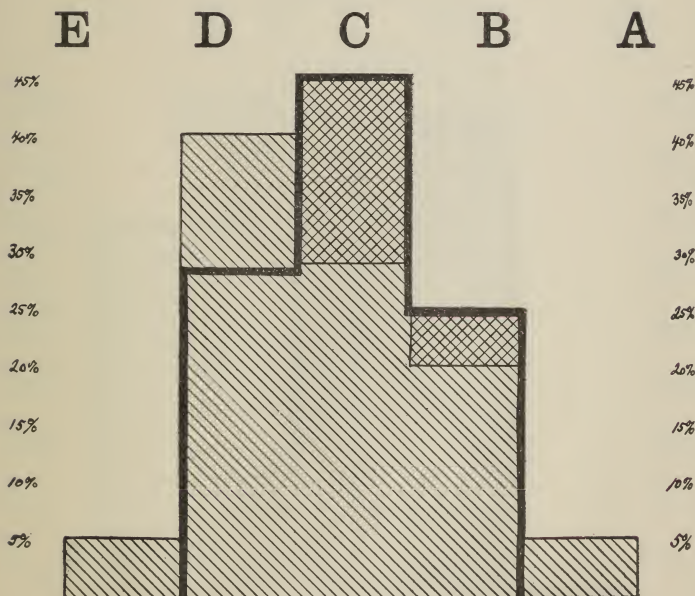
ART DEPARTMENT 1910-1911

Grades	E	D	C	B	A
I.	0	28.9%	45.8%	25.3%	0
II.	5.1%	40.5%	29.1%	20.3%	5.1%
Balance.	+5.1%	+11.6%	-16.7%	-5.0%	+5.1%

The Curves are shown below:—

Art

1910-1911



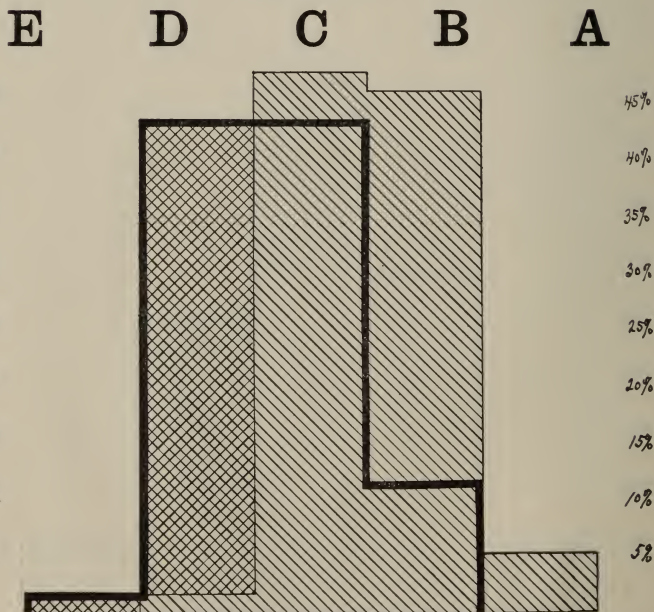
ASTRONOMY DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	1.7%	43.3%	43.3%	11.6%	0
II.....	0	1.7%	47.5%	45.8%	5.1%
Balance.....	-1.7%	-41.6%	+4.2%	+34.2%	+5.1

The curves are shown below:—

Astronomy

1910-1911



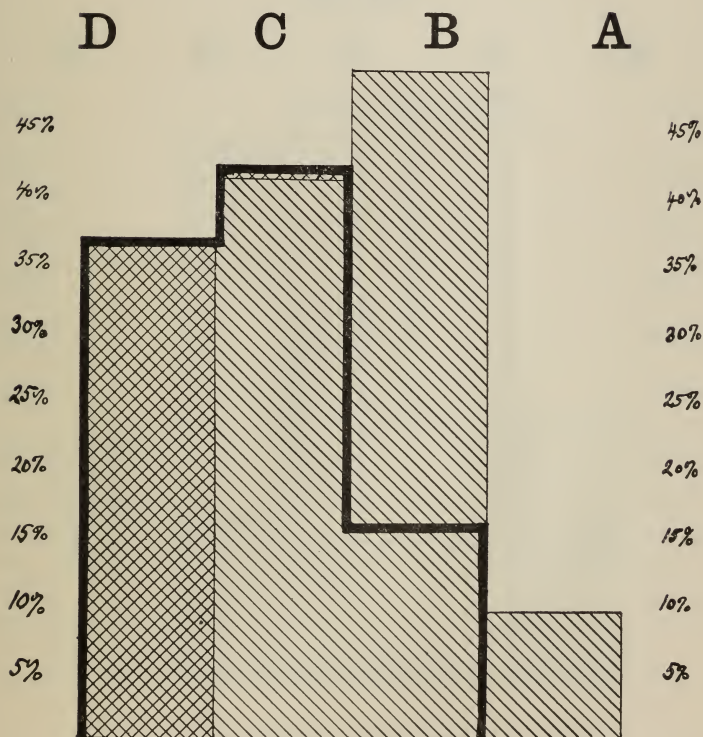
BIBLICAL LITERATURE 1910-1911

Grades	E	D	C	B	A
I.	0	36.9%	42.1%	15.9%	0
II.	0	0	41.3%	49.3%	9.4%
Balance.	0	-36.9%	-0.8%	+33.4%	+9.4%

The two grade curves are shown below:—

Biblical Literature

1910-1911



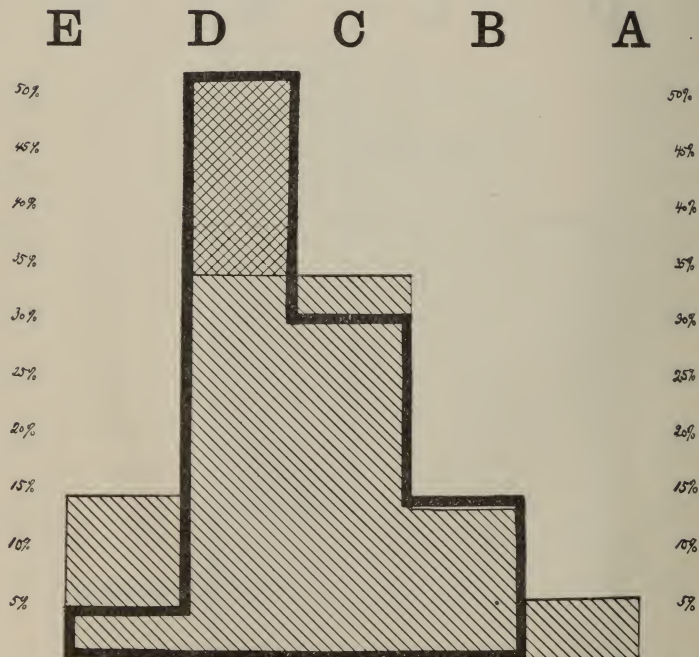
BIOLOGY DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.	4.5%	51.6%	30.1%	13.8%	0
II.	14.2%	33.7%	33.7%	13.1%	5.3%
Balance.	+9.7%	-17.9%	+3.6%	-0.7%	+5.3%

The grade curves are shown below:—

Biology

1910-1911



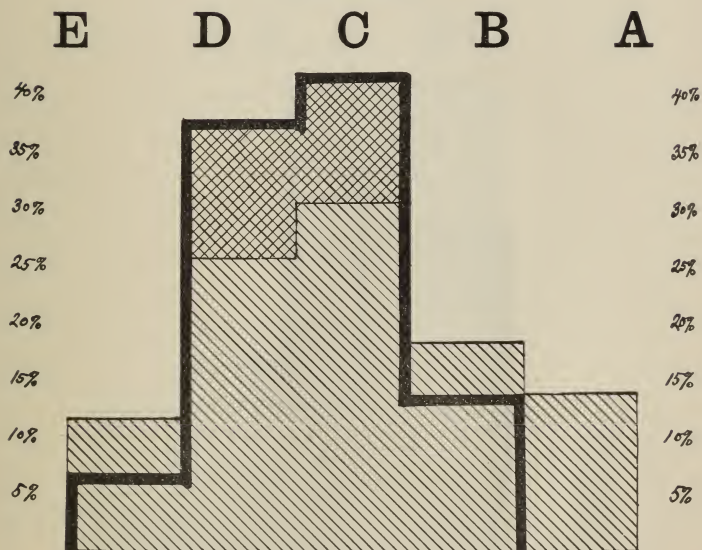
CHEMISTRY DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.	6.6%	37.5%	41.8%	13.6%	0
II.	11.5%	25.7%	30.4%	18.4%	13.6%
Balance.	+4.9%	-11.8%	-11.4%	+4.8%	+13.6%

The grade curves are given below:—

Chemistry

1910-1911



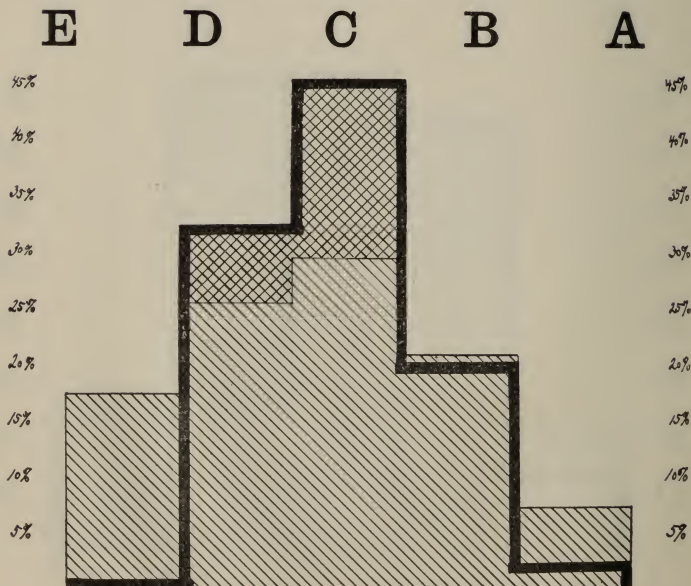
ECONOMICS DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.	0.8%	32.1%	45.0%	20.0%	2.1%
II.	17.3%	25.3%	29.3%	20.9%	7.1%
Balance.	+16.5%	-6.8%	-15.7%	+0.0%	+5.0%

The grade curves are given below:—

Economics

1910-1911



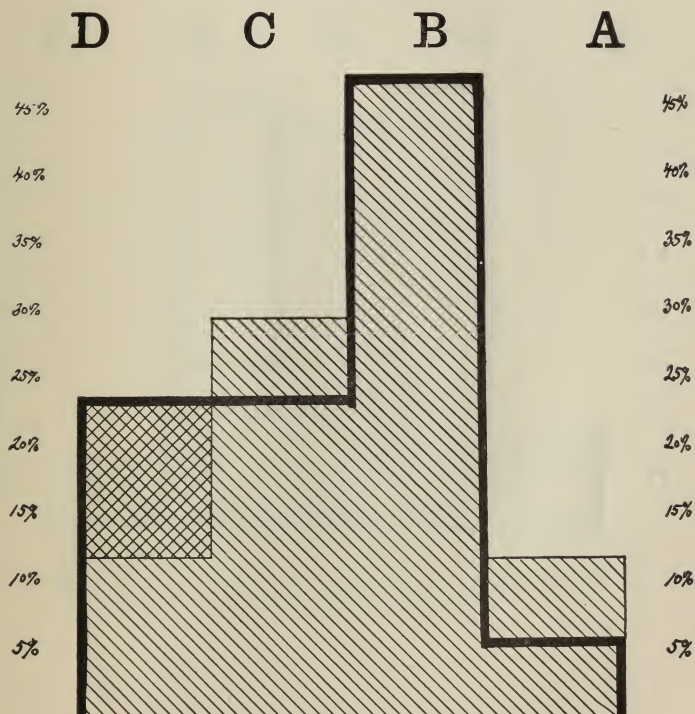
EDUCATION DEPARTMENT 1910-1911

Grades	E	D	C	B	A
I.	0	23.5%	23.5%	47.1%	5.9%
II.	0	11.8%	29.4%	47.1%	11.8%
Balance.		-11.7%	+5.9%	0	+5.9%

The grade curves are given below:—

Education

1910-1911



ENGLISH DEPARTMENT 1910-1911

Grades	E	D	C	B	A
I.....	6.6%	40.1%	37.4%	15.0%	0.8%
II.....	9.7%	20.8%	36.3%	27.1%	6.0%

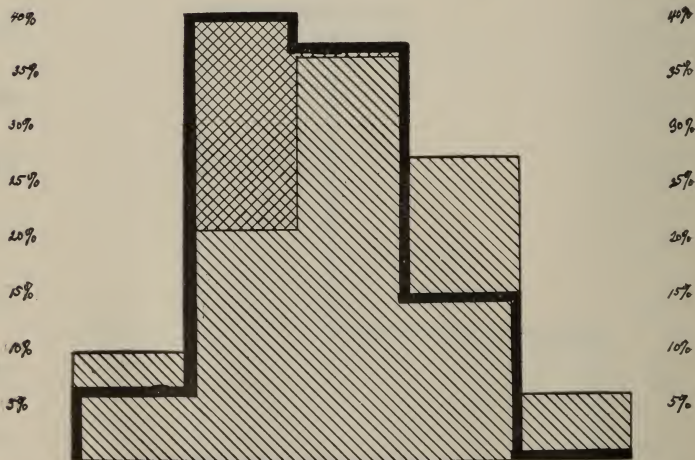
Balance..... +3.1% -19.3% -1.1% +12.1% +5.2%

The grade curves are shown below:—

English

1910-1911

E D C B A



GEOLOGY DEPARTMENT 1910-1911

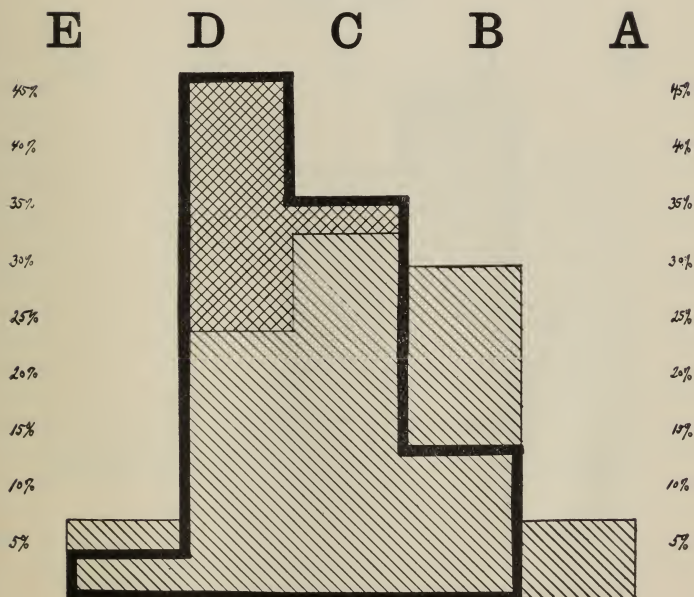
Grades	E	D	C	B	A
I.....	4.1%	46.6%	35.6%	13.7%	0
I.....	7.0%	23.9%	32.4%	29.6%	7.0%

Balance..... +2.9% -22.7% -3.2% +15.9% +7.0%

The comparative grade curves are shown below:—

Geology

1910-1911



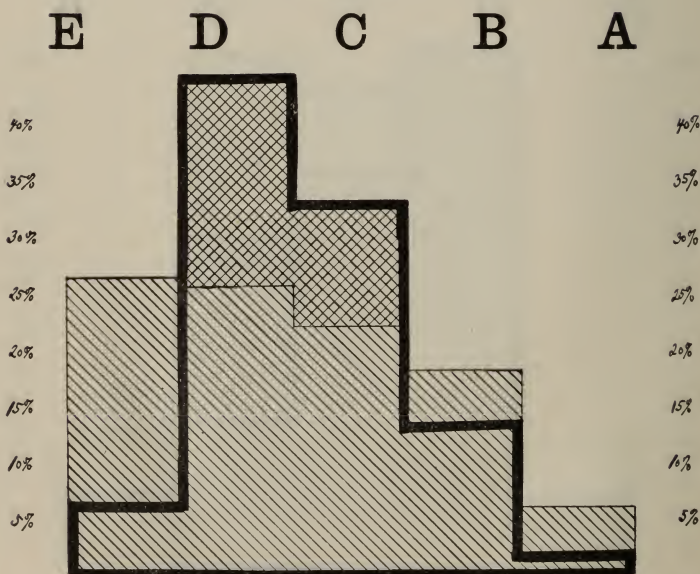
GERMAN DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	6.6%	44.3%	33.2%	13.8%	2.1%
II.....	26.5%	25.7%	23.3%	18.4%	6.1%
Balance.....	+19.9%	-18.6%	-9.9%	+4.6%	+4.0%

The grade curves are shown below:—

German

1910-1911



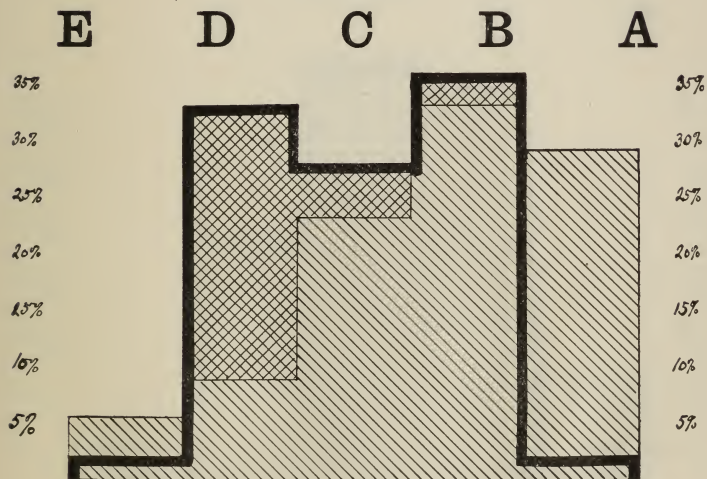
GREEK DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	2.0%	32.7%	27.6%	35.7%	2.0%
II.....	5.5%	8.8%	23.1%	33.0%	29.0%
Balance.....	+3.5%	-23.9%	-4.5%	-2.7%	+27.0%

The comparative curves are given below:

Greek

1910-1911



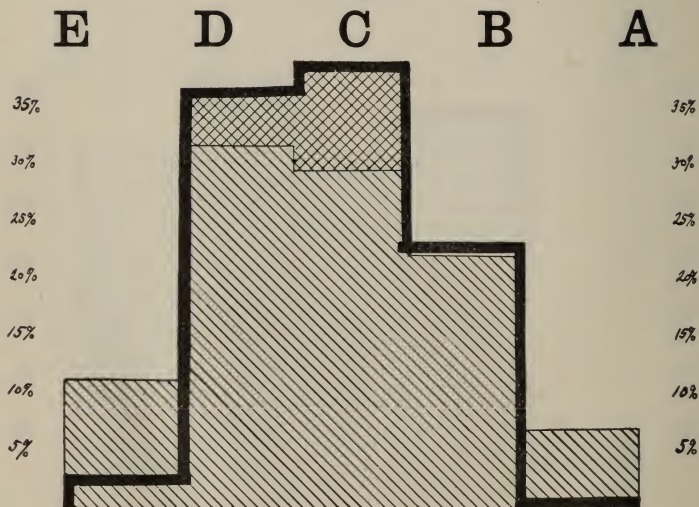
HISTORY DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I†.....	2.9%	35.5%	38.9%	22.3%	0.7%
II.....	11.0%	31.5%	29.1%	22.0%	6.7%
Balance.....	+8.1%	−4.0%	−9.8%	−0.3%	+6.0%

The comparative grade curves are shown below:—

History

1910-1911



LATIN DEPARTMENT 1910-1911

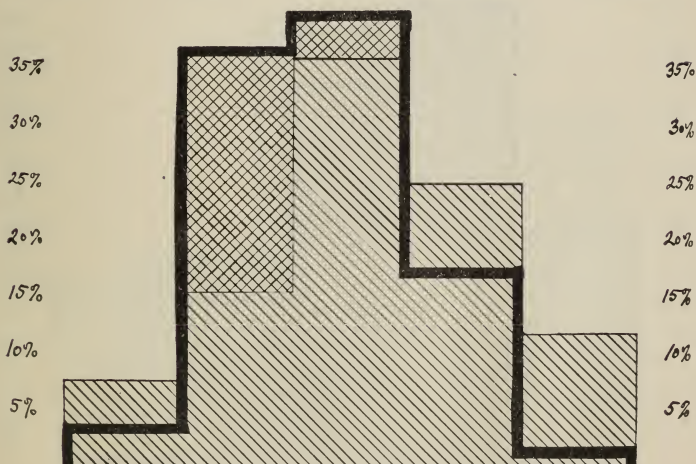
Grades	E	D	C	B	A
I.....	3.9%	36.7%	40.0%	17.4%	1.6%
II.....	7.6%	15.2%	35.9%	29.7%	11.7%
Balance.....	+3.7%	-21.5%	-4.4%	+12.3%	+10.1

The comparative grades are given below:—

Latin

1910-1911

E D C B A



MATHEMATICS DEPARTMENT 1910-1911

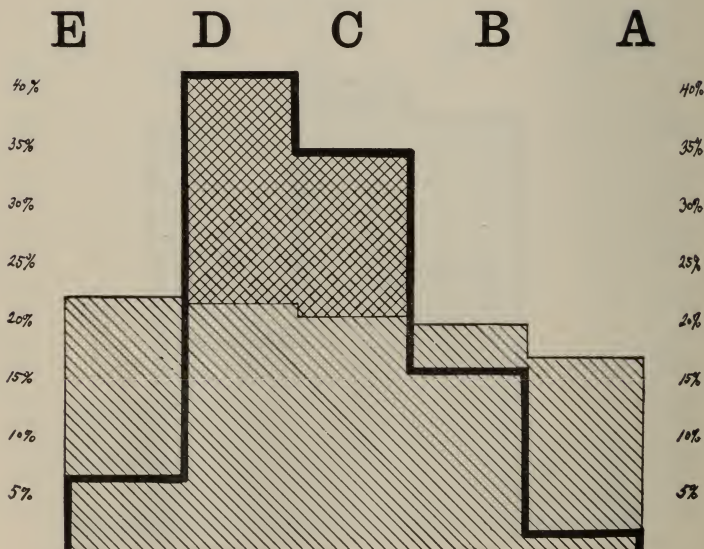
<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	6.5%	41.2%	34.5%	15.8%	1.9%
II.....	21.9%	21.3%	20.3%	19.6%	16.9%

Balance..... +15.4% -19.9% -14.2% +3.8% +15.0%

The comparative grade curves are shown below:—

Mathematics

1910-1911



MODERN GOVERNMENT DEPARTMENT 1910-1911

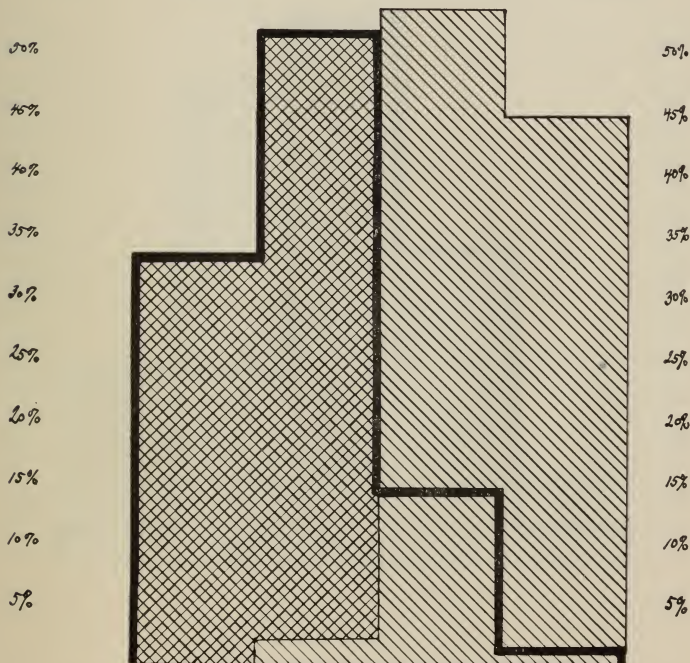
Grades	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	0	33.1%	51.4%	14.3%	1.2%
II.....	0	0	2.0%	53.1%	44.5%
Balance.....	0	-33.1%	-49.4%	+38.8%	+43.3%

The comparative grade curves are shown below:—

Modern Government

1910-1911

D C B A



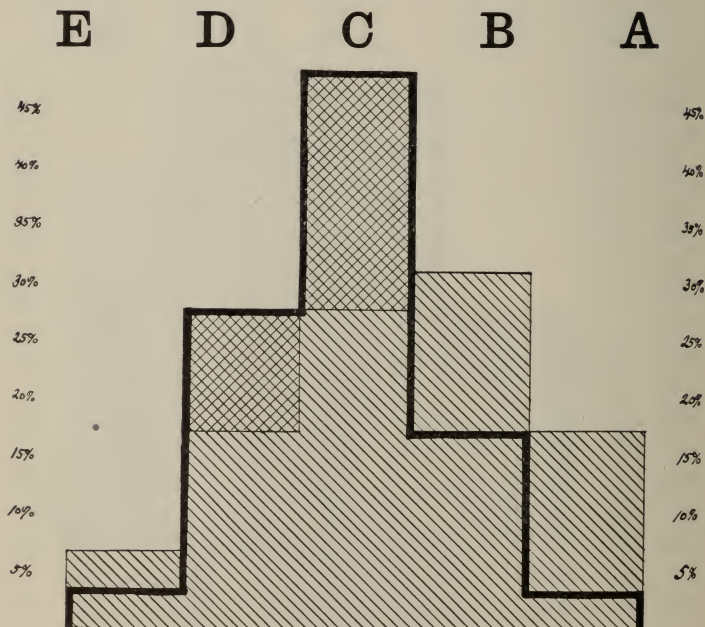
MUSIC DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.	3.4%	27.6%	48.3%	17.2%	3.4%
II.	6.9%	17.2%	27.6%	31.0%	17.2%
Balance.	+3.5%	-10.4%	-20.7%	+14.8%	+13.8%

The comparative grade curves are shown below:—

Music

1910-1911



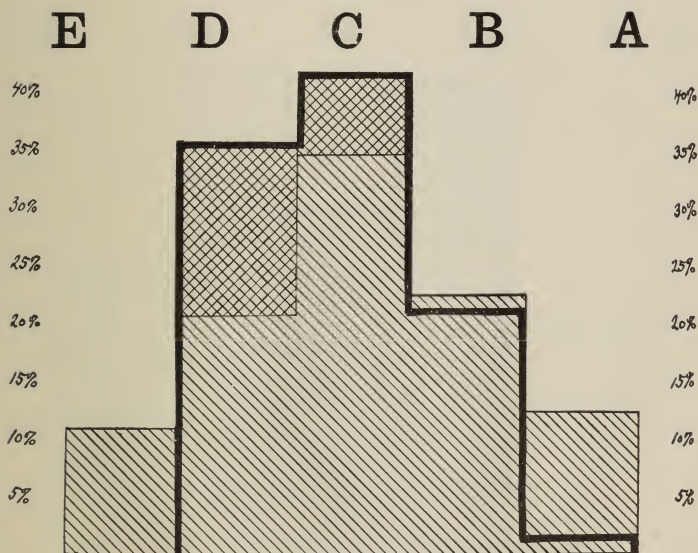
PHILOSOPHY DEPARTMENT 1910-1911

Grades	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	0	35.6%	41.7%	21.2%	1.5%
II.....	10.9%	20.6%	34.6%	22.2%	12.1%
Balance.....	+10.9%	-15.0%	-7.1%	+1.0%	+10.6%

The comparative grade curves shown below:—

Philosophy

1910-1911



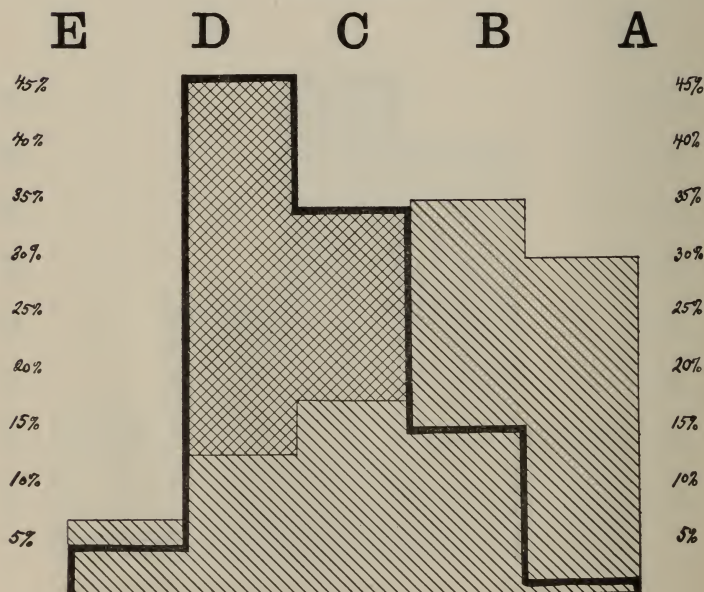
PHYSICAL EDUCATION DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	4.2%	45.7%	34.0%	14.9%	1.2%
II.....	6.5%	12.2%	17.0%	34.7%	29.6%
Balance.....	+1.3%	-33.5%	-17.0%	+19.8%	+28.4%

The comparative grade curves are shown below:—

Physical Education

1910-1911



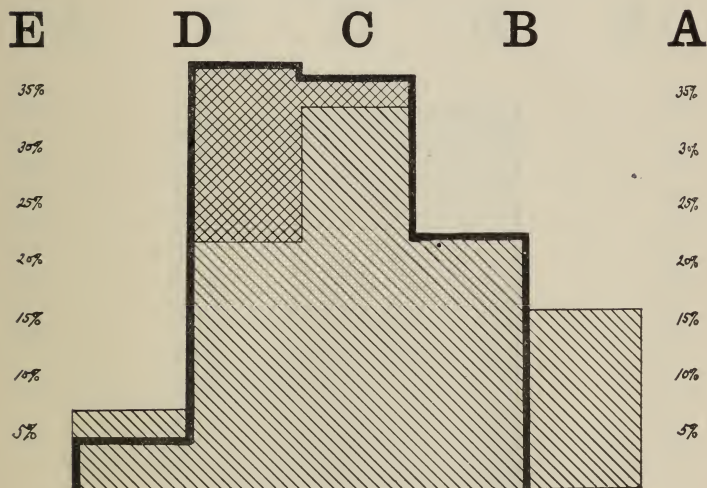
PHYSICS DEPARTMENT 1910-1911

<i>Grades</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	4.4%	37.2%	36.3%	22.1%	0
II.....	6.9%	21.6%	34.3%	21.6%	15.7%
Balance.....	+2.5%	-15.6%	-2.0%	-0.5%	+15.7%

The comparative grade curves are given below:—

Physics

1910-1911



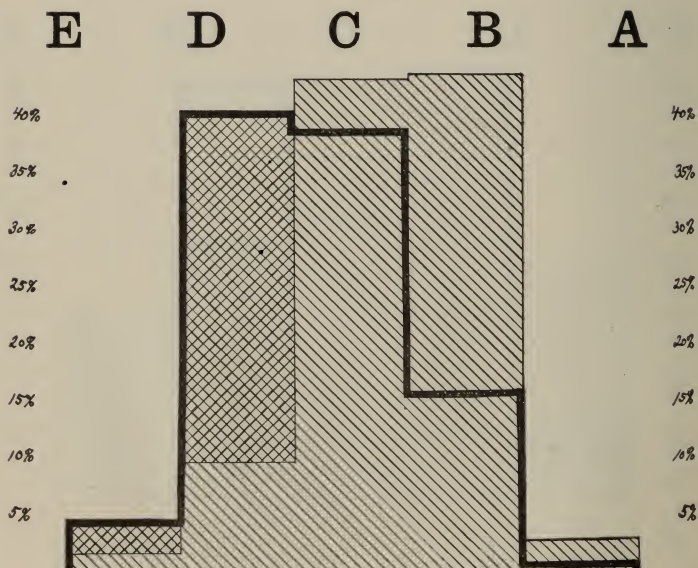
PUBLIC SPEAKING DEPARTMENT 1910-1911

Grades	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	4.5%	40.1%	38.7%	15.9%	0.8%
II.....	1.6%	9.5%	43.0%	43.3%	2.6%
Balance.....	-2.9%	-30.6%	+4.3%	+27.4%	+1.8%

The grade curves are shown below:—

Public Speaking

1910-1911



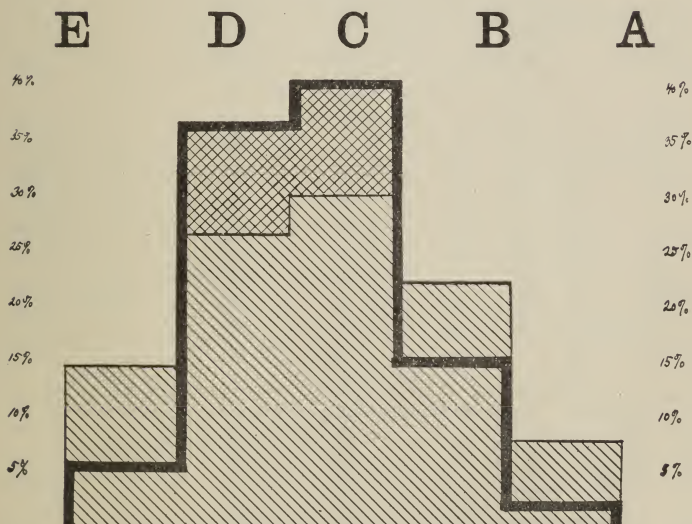
ROMANCE LANGUAGES 1910-1911

Grades	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
I.....	5.9%	36.4%	40.1%	15.3%	2.3%
II.....	14.3%	26.2%	29.6%	22.0%	7.8%
Balance.....	+8.4%	+10.2%	-10.5%	+6.7%	+5.5%

The comparative grade curves are given below:—

Romance Languages

1910-1911



PART V. ENTRANCE

CLASS OF 1914

I

RECORD BY SUBJECTS

<i>No.</i>	<i>Pts. Subject</i>	<i>Admitted by certifi- cate</i>	<i>Admitted by exam- ination (Amherst)</i>	<i>Admitted by exam- ination certificate</i>	<i>Conditioned</i>	<i>Total</i>
2	English a.....	73	23	34	3	133
1	b.....	71	21	32	9	133
1	1-2 Mathematics a..	76	23	19	15	133
	1-2 b..		5	7		12
1	c..	79	18	31	5	133
	1-2 d..		6	12	1	19
	1-2 f..		5	10		15
	1-2 Latin a-i.....	72	11	30	5	128
	1-2 a-ii.....	72	8	34	14	128
1	b.....	73	10	42	3	128
1	c.....	73	11	32	12	128
	1-2 d.....	49	3	21		73
	1-4 m.....	48	2	20	3	73
	1-4 q.....	47	2	18	6	73
1	Greek a.....	18	1	6	1	26
1	b.....	18	2	5	1	26
1	II-c, h, f..	9	0	4	0	13
2	French a.....	3	36	13	11*	63
1	b.....	1	14	4	9	28
2	German a.....	1	31	25	11	68
1	b.....	0	8	8	3	19
1	History a.....	69	19	24	3	115
1	b.....	11	0	1	0	12
1	c.....	40	3	11	4	58
1	d.....	39	10	21	1	71
	1-2 Biology.....	13	0	5	0	18
	1-2 Botany.....	9	0	1	0	10

*—Men entering with condition in modern language, not having had either French or German, are included arbitrarily, in the number conditioned in French. There were six such conditions in this class.

DEAN'S REPORT

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<i>No. Pts. Subject</i>	<i>Admitted by certifi- cate</i>	<i>Admitted by exam- ination (Amherst)</i>	<i>Admitted by exam- ination certificate</i>	<i>Conditioned</i>	<i>Total</i>
1 Chemistry.....	29	10	10	2	51
1-2 Harmony.....	0	0	0	0	0
1 Physics.....	59	9	14	0	82
1 Physiography...	20	0	6	0	26
1-2 Physiology.....	21	0	6	0	27
Total number of conditions.....				122	
Total number of points condition.....				144.75	

II

RECORD OF ADMISSION BY DEPARTMENTS

<i>Department</i>	<i>Admitted by certificate (complete)</i>	<i>Admitted by examination (partial) and examination</i>	<i>Admitted by examination (complete)</i>	<i>Conditioned.</i>
English.....	70	10	45	10
French.....	3	0	45	14
German.....	1	0	52	14
Greek.....	17	0	7	2
History.....	74	7	43	7
Latin.....	68	6	33	24
Mathematics..	74	8	33	18
Science.....	69	7	29	2

III

RECORD OF ENTRANCE STATUS

<i>Number of points condition</i>	<i>B.A.</i>	<i>B.S.</i>	<i>Specials</i>	<i>Total</i>
none.....	39	28	2	69
one-half.....	3	6	1	10
one.....	7	10		17
one and one-half.....	1	4		5
two.....	2	9		11
two and one-half.....	3	3		6
three.....	1	6	1	8
over three.....	0	6	1	7
Total.....	56	72	5	133

	<i>B.A.</i>	<i>F.S.</i>	<i>Total</i>
extra points presented	17	12	29
lowest number of points presented, 9			
required " " " "	14 or 14	1-2	
highest " " " "	22		

SUMMARY

	<i>B.A.</i>	<i>B.S.</i>	<i>Spl.</i>	<i>Total</i>
Percentage of men entering clear	69.64	38.89	40.	51.88
" " " up to one point cond. . . .	17.86	22.22	20.	20.30
" " " one to three points " . . .	12.50	30.55	20.	22.56
" " " over three points " . . .	0.	8.33	20.	5.26

The following table gives statistics with reference to the relative value of the preparation in the several geographical divisions,—New England, the Middle States, the Western States.

The statistics give the record of the first semester's work, (a) of men entering on certificate, (b) of men entering on examination and partial certificate,—first, as regards the major departments, English, Mathematics, and Latin; second, as regards the general average of work in all departments. That is to say; of the 27 men, for instance, received from New England on certificate in English, nine did good, eighteen did passing work in the first semester; twenty-one received by examination, were distributed as indicated; two others did not finish the first semester. ("G" represents a grade between 75% and 100%; "P," a grade between 50% and 74%; "F," below 50%. "F," in the summary indicates failure in any subject out of the five.)

TABLE I.

	<i>Received on certificate</i>			<i>Received on examination</i>			<i>No record</i>	<i>Total</i>
	<i>G</i>	<i>P</i>	<i>F</i>	<i>G</i>	<i>P</i>	<i>F</i>		
English								
New England	9	18	0	1	17	3	2	50
Middle	10	45	2	1	7	1	1	67
West	4	7	0	0	3	1		15

	Received on certificate			Received on examination			No record	Total
	<i>G</i>	<i>P</i>	<i>F</i>	<i>G</i>	<i>P</i>	<i>F</i>		
Mathematics								
New England.....	13	11	4	2	14	2	2	48
Middle.....	8	29	12	2	8	3	1	63
West.....	6	4	2	0	1	0	2	15
Latin (B.A.)								
New England.....	9	11	0	1	4	2	2	29
Middle.....	7	21	1	2	3	0		34
West.....	5	2					1	8
Average								
New England.....	12	11	3	3	11	13	2	52
Middle.....	14	12	29	1	3	8	1	68
West.....	6	4	2	0	0	1	2	15
<i>Summary of all men received</i>				<i>G</i>	<i>P</i>	<i>F</i>		
New England.....				15	22	4		
Middle.....				15	15	37		
West.....				6	4	3		

Absolute accuracy is prevented because (1) men registered from schools in two different sections are entered twice; and (2) men preparing with private tutor, or entering from another college to the freshman class, are not included.

PART VI. ELECTION OF MAJOR STUDIES

I

ENROLLMENT BY DEPARTMENTS

Department	First		Second		Third		Total		Grand Total
	Major		Major		Major				
	B.A.	B.S.	B.A.	B.S.	B.A.	B.S.	B.A.	B.S.	
Biology	2	2	5	4	4	4	11	10	21
Chemistry	4	0	2	5	1	1	7	6	13
Economics	0	0	0	0	9	1	9	1	10
English	28	12	17	7	23	6	68	25	93
French	17	5	19	7	12	3	48	15	63
German	6	6	9	2	1	2	16	10	26
Greek	4	0	7	0	4	0	15	0	15
History	2	0	1	2	11	5	14	7	21

AMHERST COLLEGE

Departments	First		Second		Tbird		Total		Grand Total
	Major		Major		Major				
	B.A.	B.S.	B.A.	B.S.	B.A.	B.S.	B.A.	B.S.	
Latin.....	14	0	10	0	2	0	35	0	35
Mathematics.....	7	3	5	2	1	1	13	6	19
Music.....	0	0	0	0	2	0	2	0	2
Philosophy.....	0	0	1	0	7	2	8	2	10
Physics.....	0	1	0	0	3	3	3	4	7
Spanish.....	0	0	0	0	3	1	3	1	4
Total.....							252	87	339

RELATIVE ENROLLMENT IN THE VARIOUS DEPARTMENTS

Department	Percentage of		Percentage of		Percentage of	
	total major		total major		total major	
	enrollment		enrollment		enrollment	
	B.A.	B.S.	B.A.	B.S.	B.A.	B.S.
Biology.....	4.37	11.50			6.19	
Chemistry.....	2.78	6.89			3.83	
Economics.....	3.57	1.15			2.95	
English.....	26.98	28.74			27.43	
French.....	19.05	17.25			18.59	
German.....	6.35	11.50			7.67	
Greek.....	5.95	0.			3.52	
History.....	5.56	8.05			6.19	
Latin.....	13.90	0.			10.33	
Mathematics.....	5.16	6.89			5.61	
Music.....	0.79	0.			0.59	
Philosophy.....	3.18	2.29			2.95	
Physics.....	1.19	4.59			2.07	
Spanish.....	1.19	1.15			1.18	

PREFERENCE IN MAJOR ELECTIONS

B.A.	%	B.S.	%	General	%
English.....	26.98	English.....	28.74	English.....	27.43
French.....	19.05	French.....	17.25	French.....	18.59
Latin.....	13.90	Biology.....	11.50	Latin.....	10.33
German.....	6.35	German.....	11.50	German.....	7.67
Greek.....	5.95	History.....	8.05	Biology.....	6.19
History.....	5.56	Chemistry.....	6.89	History.....	6.19
Mathematics.....	5.16	Mathematics.....	6.89	Mathematics.....	5.61

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<i>B.A.</i>	<i>%</i>	<i>B.S.</i>	<i>%</i>	<i>General</i>	<i>%</i>
Biology.....	4.37	Physics.....	4.59	Chemistry....	3.83
Economics.....	3.57	Philosophy.....	2.29	Greek.....	3.52
Philosophy.....	3.18	Economics.....	1.15	Economics ...	2.95
Chemistry.....	2.78	Spanish.....	1.15	Philosophy...	2.95
Physics.....	1.19			Physics.....	2.07
Spanish.....	1.19			Spanish.....	1.18
Music.....	0.79			Music.....	0.59

II

RANKING

RANK IN MAJOR SUBJECTS RELATIVELY TO GENERAL RANKING

<i>Department</i>	<i>First Major</i>			<i>Second Major</i>			<i>Third Major</i>			<i>Summary</i>		
	<i>1</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>3</i>
Biology.....	1	3	0	0	8	1	0	7	1	1	18	2
Chemistry.....	0	3	1	0	6	1	0	1	1	0	10	3
Economics.....												
English.....	5	24	11	4	18	2	2	21	6	11	63	19
French.....	2	13	7	1	22	3	3	10	1	6	45	12
German.....	1	9	2	0	10	1	0	3	0	1	22	3
Greek.....	0	2	2	0	0	7	0	3	1	0	5	10
History.....	0	2	0	0	3	0	1	13	2	1	18	2
Latin.....	0	8	6	0	10	9	0	2	0	0	20	15
Mathematics.....	0	2	8	0	3	4	0	2	0	0	7	12
Music.....	0	0	0	0	0	0	0	1	1	0	1	1
Philosophy.....	0	0	0	0	1	0				0	1	0
Physics.....	0	1	0	0	0	0	0	3	3	0	4	3
Spanish.....	0	0	0	0	0	0	0	3	1	0	3	1
	—	—	—	—	—	—	—	—	—	—	—	—
Totals.....	9	67	37	5	81	28	6	69	18	20	217	83—320
Percentages	7.9	32.7		4.4	24.5		6.5	19.4		6.2	25.9	
	59.3			71.1			74.2			67.8		

(These totals do not include nineteen junior majors,—on which statistics are not yet available—bringing the total up to 339.)

Note—The divisions 1, 2, 3 indicate, respectively, the number of students whose rank in the major subject falls below their general rank; the

number whose rank in the major subject is found to approximate their general rank; the number whose rank is found to be higher in the major subject. It will be noticed that in the majority of cases the rank in major subjects approximates the general rank, the majority increasing from the first to the third major: the evidence being that the first major is likely to be elected in the most congenial subject, the second in the next congenial, and so on.

RECORD OF FAILURES IN MAJOR SUBJECTS RELATIVELY TO THE GENERAL
RECORD OF FAILURES IN THE SAME SUBJECTS

<i>Department</i>	<i>Failures in major subjects</i>			<i>Total failures in same subjects</i>		
	<i>Enroll- ment</i>	<i>Failures</i>	<i>Per- centages</i>	<i>Enroll- ment</i>	<i>Failures</i>	<i>Per- centages</i>
Biology.....	21	0	0.	104	4	3.85
Chemistry.....	13	1	7.69	50	3	6.00
Economics.....						
English.....	93	7	7.53	239	22	9.20
French.....	63	2	3.17			
German.....	26	3	11.54			
Greek.....	15	0	0.	21	0	0.
History.....	21	2	9.52	197	17	8.63
Latin.....	35	1	2.86	139	6	4.32
Mathematics.....	19	2	10.53	98	9	9.18
Music.....	2	0	0.	29	0	0.
Philosophy.....						
Physics.....	7	0	0.	106	11	10.37
Spanish.....	4	0	0.	45	2	4.44
Average.....	230	13	5.65	1028	74	7.19

Note—The records of percentages of failures in major subjects are perhaps too brief to be of substantial value: the average tendency is toward a smaller number of failures in individual courses in the case of men who are obliged to continue for majors in the department.

DISTRIBUTION BY RANK IN MAJOR SUBJECTS

<i>Department</i>	<i>D men</i>		<i>C men</i>		<i>B men</i>		<i>A men</i>
	<i>B.A.</i>	<i>B.S.</i>	<i>B.A.</i>	<i>B.S.</i>	<i>B.A.</i>	<i>B.S.</i>	<i>B.A.</i>
Biology.....	7	10	2	0	1	0	0
Chemistry.....	3	3	3	1	0	2	1
Economics.....	4	1	2	0	2	0	1
English.....	29	17	23	6	14	2	1
French.....	19	12	17	3	10	0	2
German.....	5	5	6	5	4	0	1
Greek.....	4	0	1	0	9	0	1
History.....	8	5	3	2	3	0	0
Latin.....	16	0	9	0	9	0	1
Mathematics.....	1	1	6	4	5	1	1
Music.....	0	0	1	0	1	0	0
Philosophy.....	4	1	3	1	1	0	0
Physics.....	1	1	1	2	1	1	0
Spanish.....	1	1	1	0	1	0	0

PART VII. STUDY OF FRATERNITIES

In the following pages statistics are given of the distribution of grades among the members of the different fraternities. The first part shows the distribution of these grades by classes, from 1905 to 1911, inclusive. In the summaries which follow this I have indicated certain fraternities as "Non-Hellenes", including Kappa Theta and Sigma Delta Rho. The reason for this is that the Kappa Theta and Sigma Delta Rho fraternities were organized so late as the spring of 1909. Both of them have had thus far an excellent record. I have summarized the distribution of the D, C, B, and A grades among the fraternities for the period mentioned.

These summaries are followed by the pages giving the distribution of grades in each fraternity for the classes 1905 to 1911. Following I have given the rank of men now in college (as of November first), by fraternities, in order to show present conditions as well as past attainment. I close with the record of the number of men who left college

last year, also distributed by fraternities. I have not in any way attempted to criticize the rating of any fraternity, but merely to show the facts. It will be seen that some fraternities have a relatively high percentage of low marks and of total number of men dropped. Other fraternities have comparatively few men dropped, and comparatively numerous high grades. This seems to run through as a settled policy in some of the fraternities. Some others had a poor rating at the beginning of the period, and have improved. Others still may have had a good rating and have gone down. Last year's results would indicate that some fraternities were either unwise in the selection of their freshmen, or not guided by such a spirit as would be conducive to good work.

DISTRIBUTION OF GRADES BY FRATERNITIES

CLASS OF 1905

<i>Fraternity</i>	<i>No. - Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>No. Total Dropt Del.</i>
E.....	7	0	3	3	1	3 10
F.....	5	1	1	2	1	5 10
G.....	7	2	2	3	0	3 10
H.....	6	0	3	1	2	3 9
J.....	3	0	2	1	0	4 7
K.....	2	1	1	0	0	3 5
L.....	5	0	1	2	2	1 6
M.....	8	2	2	3	1	1 9
N.....	11	3	3	4	1	1 12
O.....	3	1	1	1	1	4 7
P.....	13	1	5	6	1	0 13
Non. Frat. Men.....	16	0	7	7	2	6 22
Class Totals.....	86	10	32	32	12	35 121

CLASS OF 1906

<i>Fraternity</i>	<i>No. Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>No. Total Dropt Del.</i>	
E.....	8	0	2	6	0	2	10
F.....	7	0	5	0	2	2	9
G.....	7	1	4	2	0	4	11
H.....	11	1	5	3	2	3	14
J.....	3	0	1	2	0	3	6
K.....	3	0	1	2	0	0	3
L.....	9	2	2	3	2	1	10
M.....	7	2	2	1	2	0	7
N.....	10	1	2	7	0	2	12
O.....	8	0	4	4	0	3	11
P.....	8	0	4	3	1	1	9
Non. Frat.....	11	0	7	3	1	5	16
Class Totals.....	92	7	39	36	10	26	118

CLASS OF 1907; DELEGATIONS

<i>Fraternity</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt Total</i>	
E.....	5	0	3	1	1	5	10
H.....	7	1	4	1	1	2	9
F.....	3	0	3	0	0	2	5
G.....	3	1	1	0	1	3	6
J.....	3	0	2	1	0	4	7
K.....	3	0	0	2	1	3	6
L.....	12	1	7	4	0	1	13
M.....	5	0	4	1	0	6	11
N.....	6	0	2	4	0	2	8
O.....	5	0	2	3	0	3	8
P.....	1	0	1	0	0	5	6
Non-Fraternity.....	14	1	7	5	1	15	29
Class Totals.....	67	4	36	22	5	51	118

CLASS OF 1908; DELEGATIONS

E.....	7	0	6	1	0	3	10
H.....	5	2	1	2	0	5	10
F.....	6	2	1	2	1	4	10
G.....	3	1	0	0	2	2	5
J.....	5	0	5	0	0	5	10

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<i>Fraternity</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Total</i>
K.....	7	0	6	1	0	2	9
L.....	13	0	5	6	1	0	12
M.....	4	0	2	2	0	4	8
N.....	6	0	5	1	0	1	7
O.....	5	1	4	0	0	8	13
P.....	9	0	6	2	1	4	13
Non-Fraternity.....	15	0	7	8	0	10	25
Class Total.....	84	6	48	25	5	48	132

CLASS OF 1909; DELEGATIONS

<i>Fraternity</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Total</i>
E.....	10	1	6	3	0	3	13
H.....	7	1	3	3	0	6	13
F.....	7	3	3	1	0	4	11
G.....	10	1	6	3	0	4	14
J.....	7	7	4	1	0	5	12
K.....	6	0	4	2	0	4	10
L.....	7	0	5	2	0	4	11
M.....	6	0	6	0	0	5	11
N.....	7	0	4	3	0	3	10
O.....	4	1	2	1	0	6	10
P.....	5	0	4	1	0	1	6
R.....	9	0	2	6	1	0	9
T.....	13	3	6	4	0	1	14
Non-Hellenes.....	28	3	11	13	1	16	44
Class Totals.....	104	12	58	33	1	61	165

CLASS OF 1910; DELEGATIONS

E.....	7	2	3	2	0	5	12
H.....	5	1	4	0	0	4	9
F.....	3	0	3	0	0	8	11
G.....	7	3	3	1	0	3	10
J.....	7	3	3	1	0	4	11
K.....	4	0	3	1	0	6	10
L.....	6	2	3	1	0	3	9
M.....	6	1	3	1	1	6	12
N.....	8	1	7	0	0	1	9
O.....	5	1	3	1	0	11	16
P.....	5	0	2	3	0	7	12

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<i>Fraternity</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Total</i>
R.....	4	0	2	1	1	0	4
T.....	10	1	8	1	0	0	10
Non-Hellenes.....	32	2	21	7	2	10	42
Class Totals.....	95	16	58	18	3	68	163

CLASS OF 1911; DELEGATIONS

<i>Fraternities</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Total</i>
E.....	8	1	5	2	0	10	0
H.....	7	1	4	2	0	7	14
F.....	5	0	3	2	0	11	16
G.....	3	0	3	0	0	6	9
J.....	9	2	6	1	0	2	11
K.....	7	1	3	3	0	5	2
L.....	9	2	4	3	0	5	14
M.....	4	1	3	0	0	7	11
N.....	7	0	4	3	0	3	10
O.....	7	3	3	1	0	6	13
P.....	5	1	3	1	0	6	11
R.....	5	0	2	4	0	1	7
T.....	4	0	2	2	0	0	4
Non-Hellenes, including Kappa Theta and Sigma Delta Rho.....	22	1	11	10	0	15	37
Class Total.....	93	13	52	28	0	83	176

SUMMARY OF DELEGATIONS: CLASSES 1905-1911 INCLUSIVE

E.....	52	4	28	18	2	31	83
H.....	44	6	24	9	5	29	73
F.....	36	7	18	9	2	38	74
G.....	44	9	20	10	5	24	68
J.....	37	7	23	7	0	27	64
K.....	32	2	18	11	1	23	55
L.....	60	7	27	21	5	15	75
M.....	40	6	22	8	4	29	69
N.....	55	5	27	22	1	13	68
O.....	37	6	19	11	1	41	78
P.....	46	2	25	16	3	23	69
Pan-Hellenic Total.....	483	61	251	142	29	293	776
R.....	19	0	6	11	2	1	20
T.....	27	4	16	7	0	1	28

DISTRIBUTION OF NON-GRADUATES BY FRATERNITIES, CLASSES OF 1905-1911,
INCLUSIVE

A. Based upon the actual number in the case of each fraternity. Total number of non-graduates—370.

1. O.....	41
2. F.....	38
3. E.....	31
4. HW }	29
MW }	29
5. K.....	27
6. G.....	24
7. J.....	23
P.....	23
8. L.....	15
9. N.....	13
10. R.....	1
11. T.....	1
Others.....	75
Total.....	370

B. Based upon the percentage of the number enrolled in each fraternity.

1. O.....	53%
2. F.....	51%
3. K.....	42%
4. J.....	42%
M.....	42%
2. H.....	40%
5. E.....	37%
6. G.....	35%
7. P.....	33%
8. L.....	20%
9. N.....	19%
10. R.....	5%
11. T.....	4%
Fraternity Non-Graduates.....	40%
Non-Fraternity Non-Graduates.....	45%

SUMMARY OF NON-HELLENES; CLASSES 1905-1911 INCLUSIVE

<i>Class</i>	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Total</i>
1905.....	16	0	7	7	2	6	22
1906.....	11	0	7	3	1	5	16
1907.....	14	1	7	5	1	15	29
1908.....	15	0	7	8	0	10	25
1909.....	28	3	11	13	1	16	44
1910.....	32	2	21	7	2	10	42
1911.....	22	1	11	10	0	15	37
	—	—	—	—	—	—	—
Total.....	138	7	71	53	7	77	215
Final Total of Hellenes and Non-Hellenes.....	621	68	322	195	36	370	991

TABLE SHOWING RELATIVE POSITIONS OF FRATERNITIES AS REGARDED
IN THE TOTAL NUMBER RECEIVED, TOTAL NUMBER GRADUATED, AND
TOTAL NUMBER DROPPED FROM COLLEGE

<i>Fraternity</i>	<i>Received Rel. Rank</i>	<i>Graduated Rel. Rank</i>	<i>Dropt Rel. Rank</i>
E.....	1	3	3
H.....	5	5	4
F.....	4	9	2
G.....	7	5	6
K.....	8	7	5
J.....	9	10	7
L.....	3	1	8
M.....	6	6	4
N.....	7	2	9
O.....	2	8	1
P.....	6	4	7

DISTRIBUTION AND ENROLLMENT BY FRATERNITIES, CLASSES 1905 TO 1911,
INCLUSIVE

1. E.....	83
2. O.....	78
3. L.....	75
4. F.....	74
5. H.....	73
6. M.....	69
P.....	69

7. G.....	68
N.....	68
8. K.....	64
9. J.....	55
10. T.....	28
11. R.....	20
Others.....	167
Total.....	991

DISTRIBUTION OF GRADUATES BY FRATERNITIES; CLASSES 1905-1911

1. L.....	60
2. N.....	55
3. E.....	52
4. P.....	46
5. H.....	44
G.....	44
6. M.....	40
7. K.....	37
O.....	37
8. F.....	36
9. J.....	32
10. T.....	27
11. R.....	19
Others.....	92
Total.....	621

TABLE SHOWING THE DISTRIBUTION OF THE STUDENTS OF D GRADE AMONG
THE FRATERNITIES

Total of D men during the period—68.

1. G.....	9
2. F.....	7
K.....	7
L.....	7
3. H.....	6
M.....	6
O.....	6
4. N.....	5

5. E.....	4
T.....	4
6. J.....	2
P.....	2
7. R.....	0
Others.....	3
Total.....	68

DISTRIBUTION OF STUDENTS OF C GRADE

Total for the Period—322.

1. E.....	28
2. L.....	27
M.....	27
3. P.....	25
4. H.....	24
5. K.....	23
6. M.....	22
7. G.....	20
8. O.....	19
9. F.....	18
J.....	18
10. T.....	16
11. R.....	6
Others.....	49
Total.....	322

DISTRIBUTION OF B-GRADES AMONG FRATERNITIES, CLASSES 1905-1911,
INCLUSIVE

Total number—195.

1. N.....	22
2. L.....	21
3. E.....	18
4. P.....	16
5. O.....	11
R.....	11
6. G.....	10
7. H.....	9
F.....	9

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8. M.....	8
9. T.....	7
Others.....	39
Total.....	195

DISTRIBUTION OF A-GRADE MEN AMONG FRATERNITIES, CLASSES 1905-1911,
INCLUSIVE

Total number—36.

1. H.....	5
G.....	5
2. M.....	4
3. P.....	3
4. E.....	2
F.....	2
R.....	2
5. J.....	1
N.....	1
O.....	1
K.....	0
T.....	0
Others.....	5
Total.....	36

E

Class	No. of Rank of Graduates					No. Total in	
	Grad.	D	C	B	A	Dropt	Del.
1905.....	7	0	3	3	1	3	10
1906.....	8	0	2	6	0	2	10
1907.....	5	0	3	1	1	5	10
1908.....	7	0	6	1	0	3	10
1909.....	10	1	6	3	0	3	13
1910.....	7	2	3	2	0	5	12
1911.....	8	1	5	2	0	10	18
Total.....	—	—	—	—	—	—	—
Total.....	52	4	28	18	2	31	83

H

<i>Class</i>	<i>No.</i>						
	<i>of Rank of Graduates</i>					<i>No. Total</i>	
	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	6	0	3	1	2	3	9
1906.....	7	0	5	0	2	2	9
1907.....	7	1	4	1	1	2	9
1908.....	5	2	1	2	0	5	10
1909.....	7	1	3	3	0	6	13
1910.....	5	1	4	0	0	4	9
1911.....	7	1	4	2	0	7	14
Total.....	44	6	24	9	5	29	73

F

<i>Class</i>	<i>No.</i>						
	<i>of Rank of Graduates</i>					<i>No. Total</i>	
	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	5	1	1	2	1	5	10
1906.....	7	1	4	2	0	4	11
1907.....	3	0	3	0	0	2	5
1908.....	6	2	1	2	1	4	10
1909.....	7	3	3	1	0	4	11
1910.....	3	0	3	0	0	8	11
1911.....	5	0	3	2	0	11	16
Total.....	36	7	18	9	2	38	74

G

<i>Class</i>	<i>No.</i>						
	<i>of Rank of Graduates</i>					<i>No. Total</i>	
	<i>Grad.</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	7	2	2	3	0	3	10
1906.....	11	1	5	3	2	3	14
1907.....	3	1	1	0	1	3	6
1908.....	3	1	0	0	2	2	5
1909.....	10	1	6	3	0	4	14
1910.....	7	3	3	1	0	3	10
1911.....	3	0	3	0	0	6	9
Total.....	44	9	20	10	5	24	68

K

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	3	0	2	1	0	4	7
1906.....	3	0	1	2	0	3	6
1907.....	3	0	2	2	0	4	7
1908.....	5	0	5	0	0	5	10
1909.....	7	2	4	1	0	5	12
1910.....	7	3	3	1	0	4	11
1911.....	9	2	6	1	0	2	11
Total.....	37	7	23	7	0	27	64

J

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	2	1	1	0	0	3	5
1906.....	3	0	1	2	0	0	3
1907.....	3	0	0	2	1	3	6
1908.....	7	0	6	1	0	2	9
1909.....	6	0	4	2	0	4	10
1910.....	4	0	3	1	0	6	10
1911.....	7	1	3	3	0	5	12
Total.....	32	2	18	11	1	23	55

L

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	5	0	1	2	2	1	6
1906.....	9	2	2	3	2	1	10
1907.....	12	1	7	4	0	1	13
1908.....	12	0	5	6	1	0	12
1909.....	7	0	5	2	0	4	11
1910.....	6	2	3	1	0	3	9
1911.....	9	2	4	3	0	5	14
Total.....	60	7	27	21	5	15	75

M

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	8	2	2	3	1	1	9
1906.....	7	2	2	1	2	0	7
1907.....	5	0	4	1	0	6	11
1908.....	4	0	2	2	0	4	8
1909.....	6	0	6	0	0	5	11
1910.....	6	1	3	1	1	6	12
1911.....	4	1	3	0	0	7	11
Total.....	40	6	22	8	4	29	69

N

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	11	3	3	4	1	1	12
1906.....	10	1	2	7	0	2	12
1907.....	6	0	2	4	0	2	8
1908.....	6	0	5	1	0	1	7
1909.....	7	0	4	3	0	3	10
1910.....	8	1	7	0	0	1	9
1911.....	7	0	4	3	0	3	10
Total.....	55	5	27	22	1	13	68

O

<i>Class</i>	<i>No. of Grad.</i>	<i>Rank of Graduates</i>				<i>No. Total</i>	
		<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>Dropt</i>	<i>Del.</i>
1905.....	3	0	1	1	1	4	7
1906.....	8	0	4	4	0	3	11
1907.....	5	0	2	3	0	3	8
1909.....	5	1	4	0	0	8	13
1909.....	4	1	2	1	0	6	10
1910.....	5	1	3	1	0	11	16
1911.....	7	3	3	1	0	6	13
Total.....	37	6	19	11	1	41	78

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Class	P						
	No.	Rank of Graduate				No. Total	
	of Grad.	D	C	B	A	Dropt	Del.
1905.....	13	1	5	6	1	0	13
1906.....	8	0	4	3	1	1	9
1907.....	1	0	1	0	0	5	6
1908.....	9	0	6	2	1	4	13
1909.....	5	0	4	1	0	1	6
1910.....	5	0	2	3	0	7	12
1911.....	5	1	3	1	0	5	10
Total.....	46	2	25	16	3	23	69

Class	R						
	No.	Rank of Graduates				No. Total	
	of Grad.	D	C	B	A	Dropt	Del.
1909.....	9	0	2	6	1	0	9
1910.....	4	0	2	1	1	0	4
1911.....	6	0	2	4	0	1	7
Total.....	19	0	6	11	2	1	20

T							
Class	No.	Rank of Graduates				No. Total	
	of	D	C	B	A	Dropt	Del.
	Grad.						
1909.....	13	3	6	4	0	1	14
1910.....	10	1	8	1	0	0	10
1911.....	4	0	2	2	0	0	4
	—	—	—	—	—	—	—
Total.....	27	4	16	7	0	1	28

RANK OF MEN IN COLLEGE NOVEMBER 1, 1911 BY
FRATERNITIES

	<i>Total</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
E.....	27	0	9	12	5	1
O.....	22	0	15	5	2	0
F.....	25	0	17	7	1	0

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	<i>Total</i>	<i>E</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>A</i>
G.....	23	0	10	9	3	1
J.....	14	0	7	6	1	0
K.....	22	1	10	10	1	0
H.....	22	1	12	6	3	0
M.....	19	0	8	10	1	0
P.....	13	0	4	6	3	0
L.....	14	0	10	4	0	0
N.....	21	1	7	11	2	0
R.....	21	0	4	11	5	1
T.....	14	0	5	4	5	0
Non-Fraternity.....	55	0	16	22	14	3
Total.....	312	3	134	123	46	6

NUMBER OF MEN DROPT 1910-1911 (BY FRATERNITIES)

	<i>Class</i>				<i>No. dropt for discipline</i>	
	<i>1911</i>	<i>1912</i>	<i>1913</i>	<i>1914</i>	<i>Total</i>	
E.....	0	0	0	2	2	0
O.....	1	0	1	4	6	3
F.....		0	2	4	6	1
G.....	1	1	1	3	6	3
J.....	0	0	2	3	5	2
K.....	0	1	1	2	4	4
H.....	1	0	2	2	5	3
M.....	0	1	2	1	4	1
P.....	0	1	3	6	10	6
L.....	0	1	1	4	6	2
N.....	1	1	1	2	5	1
R.....	0	1	0	1	2	1
T.....	0	0	2	0	2	2
Non-Fraternity.....	0	7	5	5	17	1
Total.....	4	14	23	39	80	30

REPORT OF THE DEPARTMENT OF HYGIENE
AND PHYSICAL EDUCATION ON THE HEALTH
OF THE STUDENTS 1910-1911.

The health of the students during the academic year 1910-11 has been good. There have been no fatalities, and no epidemic of a serious nature has visited the college community.

During the autumn the lowness of water in the town reservoir and the occurrence of a few local cases of typhoid led to an examination of our water supply, which showed the town water to be pure, but the college well water unfit for drinking purposes. The well was immediately closed up, and later the town water introduced there in a "bubble-up."

There has been one case of measles and one of German measles.

A mild epidemic of purulent ophthalmia (pink eye) occurred in the winter and spring, and, after consultation with the town health board, it was decided not to quarantine those affected. The results, however, lead us to believe that it would be wiser to do so in the future.

There were granted by this department 177 sick excuses during the year. On a basis of the enrollment of students, 502, this indicates that about 35% were ill in some way. The average detention from college work of these students was 7 days, which would be 3% of their college year, and would make an average detention for all students of 2.4 days, or just about 1% of their time. We may deduce from these figures that the average loss of time through illness is 1%, or that the college body loses 1% of its efficiency through illness.

Of these 177 cases many were naturally very mild—what Dr. Hitchcock used to call "petty sickness." That 64 of

them were properly cared for at Pratt Cottage is sufficient evidence of the value of that institution to the college community, and of the efficiency of its matron, Miss Leach. It is the policy of the department to use all reasonable means to send students home at the commencement of an extended illness, as it seems better from almost all stand-points. In many cases, however, this cannot be done, and the cottage then becomes a necessity.

Tables are included showing the distribution by diseases and by months. A glance at Table I indicates that there is more illness among our students during the cold weather, and especially during the month of February. The latter is in part due to the mid-year examinations, which put the students under increased mental strain. It is their unhygienic method of preparing for these tests, however, which is the main cause of these results, viz., the cramming process of the last few days, with attendant loss of sleep, irregular and improper meals, and insufficient exercise.

Table III shows that the diseases of the digestive and respiratory tracts are the most frequent causes of detention, constituting 16 and 35 per cent respectively, and together making over half of all the cases.

TABLE I.

Sick excuses granted, distributed by months.

September.....	5	March.....	22
October.....	12	April.....	14
November.....	23	May.....	20
December.....	24	June.....	8
January.....	22		—
February.....	27	Total.....	177

The character of the illnesses as indicated by the diagnoses on our cards of admission to the Infirmary is as follows:

TABLE II.

Infirmary Cases, distributed by diseases:

Surgical (including one fracture of lower leg and one fracture of collar bone).....	7
Tonsillitis.....	15
Bronchitis.....	11
La Grippe.....	11
Jaundice.....	3
Miscellaneous.....	17
Total.....	64

An analysis of the whole 90 cases for which excuses were granted in the second semester—before which time the present system, of recording all illnesses for which excuses are given, was not in vogue—gives the following:

TABLE III.

Sick excuses distributed by diseases.

Surgical cases.....	14	Pleurisy.....	1
Indigestion.....	11	Measles.....	1
Jaundice.....	3	German Measles.....	1
Colds (head).....	5	Pink Eye.....	2
Tonsillitis.....	9	Miscellaneous and minor.....	18
Bronchitis.....	8		—
La Grippe.....	10	Total.....	90
“Fag”.....	7		

SUMMARY.

Number of sick excuses granted 1910–1911.....	177
Ratio of illness to number of students.....	35 %
Average length of excuses, or time of detention per sick student..	7 days
Loss of time per sick student.....	3 %
Days of detention averaged for all students.....	2.4 days
Loss of time averaged for all students.....	1 %

Respectfully submitted,

PAUL C. PHILLIPS,

Department of Hygiene and Physical Education.

November 13th, 1911

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